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ABSTRACT

The Two-Year College Development Center, in cooperation with the New York State Education Department and seven community colleges in the Mid-Hudson Region of New York State conducted a 2-year project to determine the outcomes of selected occupational technical programs and feasible ways to measure them. The project operated as a consortium with academic officers from participating colleges comprising a steering committee. For each program area, a faculty team identified current local assessment efforts in the targeted areas at the seven campuses; determined their implications for comprehensive outcomes assessment; identified additional assessment needs in each area; designed initial strategies, including instruments and specific procedures, to fill existing gaps; and tested assessment designs through pilot applications. The technical programs/majors selected were Business Administration; Accounting; Computer Information Systems; Foods/Hospitality; Criminal Justice; Human Services; Engineering Technologies; Office Technologies; and Early Childhood. In addition, three teams, Math/Computational, Communication, and Social Science, addressed general academic skills and outcomes. This report presents the results of the project, including a summary of outcomes, and final team report for the nine technical and three academic skill areas addressed. For each, an introductory page identifies the team leader and members, a summary of activities, a list of materials developed, and recommended assessment strategies, followed by sample materials. The survey instruments are attached. (JMC)

OUTCOMES ASSESSMENT IN POSTSECONDARY OCCUPATIONAL PROGRAMS: A CONSORTIAL APPROACH

ED337237

PROJECT REPORT
(VEA 152-91-1843)

by
Gene M. Winter
LaVerna M. Fadale

Two-Year College Development Center
University at Albany
State University of New York

and

Mid-Hudson Region Consortium of
SUNY Community College Academic Officers

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OUTCOMES ASSESSMENT IN POSTSECONDARY OCCUPATIONAL PROGRAMS: A CONSORTIAL APPROACH

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A product of a research and development project supported by funds from the Carl D. Perkins Vocational Education Act administered by the Bureau of Postsecondary Grants Administraiton, New York State Education Department

FALL 1991

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The achievements of this project are the outcomes of the efforts of nearly 100 professional educators from the seven SUNY community colleges of the mid-Hudson region. The project steering committee, comprised of academic officers from each college, gave liebrally of their time and expertise in many ways and situations. The chairpersons of each of the 13 subject field teams deserve special recognition for their leadership and personal contribution to the conceptual and material resources that were generated. Finally, we wish to thank all team members who voluntarily participated and made important contributions to their team's assessment plans and recommended procedures.

We appreciate the opportunity to work with these dedicated postsecondary educators and hope that the outcomes of the project will be useful to others involved in assessment and improving student achievement.

Jere H. Winter and LaVerna M. Fadale
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OUTCOMES ASSESSMENT IN POSTSECONDARY OCCUPATIONAL PROGRAMS:
A CONSORTIAL APPROACH

(VEA 152-91-1843)

Introduction

Outcomes assessment has become more than a current buzz word in higher education. That colleges should evaluate student achievement and program outcomes is hardly a new notion, but recently "outcomes assessment" has evolved to mean documentations, beyond grades and numbers of graduates, of higher education's results as evidence of quality and the basis for improving undergraduate programs.

Several states have mandated that colleges undertake a variety of outcomes measures, ranging from establishing minimum basic skill performance levels in order to quality for the junior year of a baccalaureate program to providing a budget incentive for evidence of an increase in institutional effectiveness. Interest in assessment has also been spurred by the recent emphases of Middle States accrediting teams for more student outcomes and institutional effectiveness data. In New York State, SUNY Central Administration has issued a set of principles regarding closer links between undergraduate assessment and the teaching-learning process and has actively promoted outcomes assessment by all SUNY colleges and university centers.

The Two-Year College Development Center, University at Albany, State University of New York, in cooperation with the Bureau of Postsecondary Grants Administration, New York State Education Department, and seven community colleges in the Mid-Hudson Region of New York State, undertook a two-year project on determining outcomes and feasible ways to measure them in selected occupational and technical programs. The colleges include: Columbia-Greene Community College, Dutchess Community College, Orange County Community College, Rockland Community College, Sullivan County Community College, Ulster County Community College, and Westchester Community College.

The project operated as a consortium with academic officers from each college serving as a steering committee. For each program area, a team of faculty representing several colleges worked together with one faculty member designated as a team leader. Each team identified current local assessment efforts in the targeted areas at the seven campuses, determined their implications to comprehensive outcomes assessment, identified preliminary additional assessment needs in each area, designed initial strategies including instruments and specific procedures to fill existing gaps, and tested assessment designs through pilot applications. The technical programs (majors) selected were Business Administration, Accounting, Computer Information Systems, Foods/Hospitality, Criminal Justice, Human Services, Engineering Technologies, Office Technologies and Early Childhood. In addition, three teams, Math/Computational, Communication and Social Science, addressed general academic skills and outcomes.

In addition to individual meetings and work sessions, all operational teams met as a group with the steering committee, project staff and interested others periodically throughout the project. These meetings were designed as forums for exchange of ideas, goal setting and material sharing. The culminating activity of the project was a teleconference broadcast statewide via SUNY-SAT on September 27, 1991 from Dutchess Community College under the direction of Professor Eric Somers. The purpose of the teleconference was to disseminate project results among two-year college faculty and administrators engaged in outcome assessment efforts through peer-to-peer exchange during and subsequent to the teleconference.

Format and Purpose

The purpose of this document is to share the results of the project. What cannot be shared are the rewards and renewal experienced by team members through the intercollegiate cooperation that facilitated progress on more dimensions than could be achieved by any one institution.

Subsequent to a summary of outcomes, this document is arranged by the nine technical and three academic skill areas addressed, each summarizing team final reports. For each, an introductory page identifies the team leader and members, college, summary of activities, materials developed and recommended assessment strategies followed by sample materials. The reader should be aware that some materials in these reports are in draft or pilot stages. Team members plan to continue using and revising these materials as appropriate to campus assessment activities.

Colleges or individuals choosing to use or adapt these shared recommendations or materials must determine the best mechanism to collect and share information for assessment purposes. To increase the effectiveness of any assessment procedure, attention should be given to the best approaches for each local campus regarding ongoing feedback and use of outcomes to improve the teaching-learning process. Most strategies collect data for faculty use at the department or program level allowing action to be taken on the assessment results as they become available. While the dean's office or institutional research office can assist and support assessment, they are not the primary originator of many of these assessment procedures.

All are invited to adapt and utilize these materials. Questions may be directed to steering committee members, project staff and/or team leaders. For your convenience, team leaders and their telephone numbers are listed below:

Accounting	Barbara Connelly	(914) 687-7621
Business Administration	Steve Winter	(914) 343-1121
Communication Skills	Linda Luftig	(914) 344-6222
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SUMMARY OF ASSESSMENT STRATEGIES

Each of the twelve faculty teams reached a consensus based upon their respective deliberations. The same assessment strategy often appeared in the recommendations of several teams but some strategies were unique to one or two teams. What follows are two lists. One links each strategy to the primary assessment context -- course, department-division or college. The second displays the assessment strategies by team subject fields. Both presentations are designed to provide the reader with an overview of the more detailed reports that follow.

Overview of Strategies and Information Sought

Assessment Strategy	Primary Assessment Context			Information Sought
	Course(s)	Dept./Div.	College	
1. Student follow-up survey		x	x	Employment/collegiate success, satisfaction
2. Departmental exam		x		Achievement of course or program objectives
3. Capstone course	x			Achievement of program objectives
4. Pre-post tests	x	x		Gain scores, achievement of major program competencies
5. Advisement form		x		Student opinions/problems/satisfaction/progress
6. Cohort tracking			x	Group persistence rates, attrition clues
7. Exit interview		x		Student satisfaction, program objectives, employability
8. Accreditation requirements		x	x	Comparative standards
9. Learning activities/course outcomes	x			Achievement of course objectives
10. Specially designed assignments	x	x		General education competencies
11. Entrance exams	x	x		Diagnosis, course placement
12. Portfolio		x		Major program competencies

13. Field/practicum		x		Major program competencies
14. Course embedded objectives	x			Major course objectives, general education competencies
15. Employer follow-up survey		x	x	Feedback to program effectiveness, congruency of graduate skills to employability requirements
16. Self-assessment	x			Student introspection, basis for improvement and support needed

The assessment strategies are listed below opposite the program area teams that recommended their use.

Assessment Strategies	Program Area
Learning activities/course outcomes and objectives specified and assessed	Early Childhood Social Science Skills Math/Computational Skills Communication Skills Human Services Engineering Technology
Capstone course	Early Childhood Office Technologies Business Administration Computer Information Systems Criminal Justice Foods/Hospitality
Practicum/Fieldwork Assessment	Early Childhood Human Services
Portfolio	Foods/Hospitality Computer Information Systems Early Childhood
Accreditation requirements and transferability	Business Administration Early Childhood Engineering Technologies
Student/graduate follow-up survey	Office Technologies Communication Skills Business Administration Criminal Justice Engineering Technology
Employer follow-up survey	Office Technologies Accounting Engineering Technology

Assessment Strategies	Program Area
Pre-post tests	Business Administration Food/Hospitality Accounting
Exit interviews/proficiency test	Communication Skills Business Administration Computer Information Systems
Advisement form/assessment	Business Administration Office Technologies
Cohort tracking	Criminal Justice Business Administration Accounting Human Services
Student self-assessment	Early Childhood Office Technologies
Specially designed assignments and course embedded objectives	Criminal Justice Social Science Competencies Communication Skills Math/Computational Skills
Entrance placement exams	Math/Computational Skills Office Technologies Communications Food/Hospitality

The most frequently used strategies dealt with identification of outcome skills/course objectives, student/graduate follow-up surveys, entrance/placement exams, and capstone courses although this latter approach was in various stages of development. For many participants, the experience of considering program assessment options led to an appreciation of the validity and utility of a capstone and/or portfolio approach.

Some innovative or unique approaches were developed by teams. For example, one team (CIS) developed an innovative strategy to involve the program advisors in the exit or proficiency assessment. It was designed to provide students with an experience similar to the procedures of a job interview conducted by an employer (advisor) as well as assess exit level competencies. Another team (Business) developed an advisement form to be used by advisors during consultations. This information provides an on-going profile of students, opinions and progress which contributes to more effective advising and program assessment.

Several teams drew together currently used materials and practices from the seven campuses and modified or streamlined the practices.

All teams provided recommendations for outcomes assessments activities within their respective program areas. These recommendations, plus sample materials and team summaries, are subsequently presented categorized by programs. More forms and materials were developed than are included in this publication. Readers are invited to contact the team leaders for additional information and/or assessment instruments.

ACCOUNTING

Team Members

Barbara Connelly, Ulster County Community College, TEAM LEADER
Harold Eccleston, Sullivan County Community College
Deborah Most, Dutchess Community College
Fred O'Connor, Westchester Community College
Harry Purcell, Ulster County Community College
Harold Ripley, Orange County Community College

Summary of Team Achievements

The priority intent was the development of a pre-post test for two levels of accounting. The first two semesters of accounting serve three or more college programs. Accounting career majors, business administration career majors, and business/accounting transfer students were taking these particular courses in the same sections. This seemed to cause an imbalance in the degree of success for this mix of students. Traditionally, the business administration career and the accounting career students take Accounting I and II in the first year; whereas transfer and other students take the above courses in the second year. These students have had the opportunity to adjust to the college environment and the level of college instruction.

In addition to student and employer follow-up, the team discussed, at length, the importance of developing a capstone course. Possible segments that were considered included: traditional accounting worksheet, 7 or 8 ratio analyses, profitability solvency, financial statement preparation, tax returns, spread sheets, a research paper on appropriate topics and an exit interview. Also, the value of an internship program for accounting students was examined. Such an experience would bring together the students' classroom learning and provide an opportunity for a summative assessment.

Materials Developed

Pre-post test for two levels of accounting

Employer survey to identify needed skills

Recommended Outcomes Assessment Strategies

A. Pre-post testing at two levels (included)
B. Employer survey of required skills
C. Graduate follow-up survey
D. Capstone course including an internship experience

PRE-POST TEST
Accounting 101 - 102

1. FINANCIAL STATEMENT ACCOUNT CLASSIFICATION

A. CURRENT ASSETS on the Balance Sheet
B. PROPERTY, PLANT, & EQUIPMENT on the Balance Sheet
C. CURRENT LIABILITIES on the Balance Sheet
D. It is on the Balance Sheet but is not under any of the above categories
E. Not found on the Balance Sheet

Indicate the proper financial statement classification using the answers above.

_____ M. Jones, Withdrawals
_____ Unearned Subscriptions Revenue
_____ Notes Payable (due in 3 years)
_____ Beginning Merchandise Inventory
_____ Accumulated Depreciation--Truck
_____ Allowance for Uncollectible (or doubtful) Accounts

2. A debit does the following:
   A. Increases assets and increases liabilities
   B. Increases assets and decreases equity
   C. Increases equity and decreases liabilities
   D. Decreases assets and decreases liabilities

3. Which of the following is the correct order for the flow of information regarding a business transaction?
   A. Source document, ledger account, journal entry, trial balance, financial statements.
   B. Source document, journal entry, ledger account, financial statements, trial balance.
   C. Source document, journal entry, ledger account, trial balance, financial statements.
   D. Financial statements, trial balance, ledger account, journal entry, source document.

4. An important purpose of adjusting entries is to
   A. to record all revenues earned and expenses incurred
   B. to postpone revenue until cash is collected
   C. to follow the entity concept
   D. to make certain the debits equals credits in the trial balance

5. An important purpose of closing entries is
   A. to adjust the accounts in the ledger
   B. to set nominal account balances to zero in order to begin the next period
   C. to set real account balances to zero in order to begin the next period
   D. to help in preparing financial statements

6. If total debits exceed total credits (before balancing) in the Balance Sheet columns of a work sheet,
   A. a net loss has occurred
   B. a mistake has been made
   C. a net income has occurred
   D. no conclusion can be drawn until the closing entries have been made

Assume the following:

Net Sales	$600,000
Net Purchases	200,000
Operating Expenses	100,000
Beginning Inventory	30,000
Ending Inventory	10,000

7. The Cost of Goods Sold is
   A. $210,000
   B. $230,000
   C. $330,000
   D. $220,000

8. The Gross Margin is equal to:
   A. Net Sales less Operating Expenses
   B. Net Sales less Net Purchases
   C. Net Sales less Cost of Goods Sold

9. Which of these transactions results in a recognition of an expense?
   A. Withdrawal of cash by the owner for personal use
   B. Payment on an account payable
   C. Use of equipment during the accounting period
   D. Payment of the principal of a loan

10. Which of these transactions results in an increase in revenue?
    A. Sale of office equipment for cash
    B. Sale of a service on credit
    C. Collection of cash on account
    D. Receipt of cash from bank loan

11. Net sales and net purchases take into account
    A. Returns and Allowances and Discounts
    B. Returns and Allowances only
    C. Discounts only
    D. only the gross dollar amounts

12. Bank Reconciliation
Use the following answers to indicate where each of the items below would be found.

A. + Books
B. - Books
C. + Bank
D. - Bank

_____ Bank Service Charge
_____ Credit memo: collection of note receivable
_____ Deposit in Transit
_____ NSF Check of Customer
_____ Which of the above items does not require an adjusting entry?

13. Net realizable value of accounts receivable is
A. Accounts receivable plus uncollectible accounts (bad debt expenses)
B. Accounts receivable minus uncollectible accounts (bad debt expenses)
C. Accounts receivable less doubtful accounts (uncollectible accounts)
D. Accounts receivable plus doubtful accounts (uncollectible accounts)

14. Uncollectible Accounts--Allowance Method
Which of the following entries would be appropriate to record the write-off of an account receivable?

		Debit	Credit
A.	Uncollectible Accounts Expense	xx	
	Accounts Receivable		xx
B.	Accounts Receivable	xx	
	Allowance for Uncollectible Accounts		xx
C.	Uncollectible Accounts Expense	xx	
	Allowance for Uncollectible Accounts		xx
D.	Allowance for Uncollectible Accounts	xx	
	Accounts Receivable		xx

15. The method in which the ending inventory is valued at the most recent costs is
A. FIFO
B. LIFO
C. Average cost
D. Specific identification

16. Estimate the ending Inventory for XYZ Company assuming the following:

	Cost	Retail
Beginning Inventory	$100,000	$130,000
Net Purchases	500,000	670,000
Sales at Retail		600,000

A. $150,000
B. $450,000
C. $200,000
D. $375,000

17. Beginning inventory 100 units @ $4.00
Purchase, March 200 units @ $3.00
Purchase, July 100 units @ $3.50

A physical inventory is used; the ending inventory is 150 units.

The ending inventory under the weighted-average cost method is
A. $506.25
B. $500.25
C. $337.50
D. $350
E. None of the above

18. Financial Statement Classifications
Indicate the proper financial statement classification using the categories below:

Balance Sheet	Income Statement
A. Current Assets	D. Net Sales
B. Property, Plant & Equipment	E. Cost of Goods Sold
C. Current Liabilities	F. Operating Expenses

____ 1. Unearned subscription revenue
____ 2. Ending merchandise inventory
____ 3. Depreciation expense
____ 4. Sales discounts
____ 5. Prepaid insurance
____ 6. Purchases
____ 7. Accumulated depreciation
____ 8. Salaries payable
____ 9. Beginning merchandise inventory
____ 10. Equipment

19. The carrying value of a depreciable asset equals
A. the estimated cost to replace the asset.
B. original cost minus accumulated depreciation.
C. the estimated amount that the asset could be sold for.
D. original cost minus depreciation expense.

20. All of the following are needed for the computation of depreciation except:
A. disposal date
B. cost
C. residual value
D. estimated useful life

21. Equipment costing $6,000 has a life of five years and an estimated trade-in value of $3,300. The amount of one year's depreciation using straight line depreciation is:
    A. $540
    B. $450
    C. $600
    D. $50
    E. None of the above

22. Which of the following is not a deduction from the employees' salaries?
    A. FICA
    B. Federal Income Tax
    C. Federal Unemployment Tax
    D. State Income Tax

23. FICA taxes are 7% up to $50,000. Abe Shaw earns $3,000 for the week ended November 30. His total year-to-date wages as of the prior week ended November 23 were $49,000. His FICA deduction on his November 30 paycheck is:
    A. $70
    B. $3,500
    C. $210
    D. $140

24. The following is used as the basis for the entry to record the payroll:
    A. Payroll Register
    B. W-4 Forms
    C. W-2 Forms
    D. Employee Earnings Records

BUSINESS ADMINISTRATION

Team Members

Bob Amundson, Ulster County Community College
John Christesen, Westchester Community College
Samuel Englehart, Dutchess Community College
Martin Lecker, Rockland Community College
Joe Shambley, Sullivan County Community College
Steve Winter, Orange County Community College, TEAM LEADER

Summary of Team Achievements

The major intent of the team was to set priorities for assessment once a core of common student outcomes to all curricula was designated. The highest priority was given to evolving a strategy to formally record vital information generated by advisor-student interfacing. In addition to the advisement technique, each team member piloted or explored additional strategies including use of an exit interview, graduate follow-up, pre-post testing, cohort tracking, use of a capstone course and ACBSP accreditation.

Materials Developed

Student Advisement Assessment Form - developed for the purpose of profiling students with particular emphasis on observing growth patterns and ability to deal with change.

Pre-post test for majors is in pilot stage.

Recommended Outcomes Assessment Strategies

A. Student Advisement Assessment Form (instrument included)
B. Graduate Follow-up Survey
C. Pre/Post Testing of Majors
D. Capstone Course (with portfolio approach)
E. Tracking Cohort of Students
F. Exit Interview of Program Graduates
G. Association of Collegiate Business Schools and Programs (ACBSP) Accreditation

STUDENT ADVISEMENT ASSESSMENT FORM - BUSINESS ADMINISTRATION

Purpose:	To capture useful information from students during advisement sessions that will help program faculty assess the effectiveness of the business programs.
Use:	Complete a form for each student you advise once a year. The advisor should complete the form, making notes of incidents which require action by faculty, chairpersons, or the college.

Student Name _____ Program _____ Date _____

1. a. What was the students goal for enrolling?
Transfer _____ Degree ____ Less than degree ____
Comments:

b. What is the students present goal? _____
Comments:

c. What is the students sense of progress toward present goal? Positive _____ Negative _____ Unsure _____
Comments:

2. If the student has changed goals were you able to determine why? Yes ____ No ____
Comments:

3. Did (or does) the student feel that they were or are unprepared for any subjects or required academic skills?
Yes ____ No _____
Comments:

4. Has the student indicated any problems which inhibit the ability to do the required academic work?
None ____ Family ____ Health ____ Finances ____ Job ____
Housing ____ Transportation ____ Other ____
Comments:

5. What academic related factors have had a positive impact this semester?
Comment:

6. What factors have had a negative impact on the student this semester?
Comments:

7. Has the student's experience with campus clubs or organizations had a positive or negative effect on the student?
Comment:

8. Has the student's job had a positive or negative impact on their academic program?
Comment:

9. What is the students general level of satisfaction?
High ____ Medium ____ Low _____
Comments:

10. Please add any other information useful for program assessment purposes.

COMMUNICATION COMPETENCIES IN OCCUPATIONAL EDUCATION

Team Members

Beatrice Capen, Ulster County Community College
Jeffrey Clapp, Dutchess Community College
Nancy Leach, Rockland Community College
Linda Luftig, Orange County Community College, TEAM LEADER
Eileen Shea, Westchester Community College

Summary of Team Achievements

The team began with defining communication competencies and agreed that listening, speaking, reading and writing were included. They also agreed to eliminate, for their purposes, the consideration of pre-college level skills. Although critical thinking is not, strictly speaking, a communication skill, the team included it because it is essential to both oral and written communication.

After establishing a working definition, the committee examined mission and goal statements from the seven consortium colleges, accreditation agency statements, assessment plans, course objectives, reports from other project teams and selected publications on assessment. After compiling a workable list of desired communications outcomes, the team put together a list of assessment strategy options and resources with particular attention to existing gaps in the assessment activities of the consortium members.

In terms of testing, the team examined standardized tests for placement and outcomes, course-embedded objectives, proficiency and follow-up assessments relative to written and oral communications and critical thinking/reading.

Placement assessment programs for reading and writing skills are in place at all consortium colleges. Most programs test all matriculated students. Some use a student record plus an objective test of writing skills, and a writing sample during the first week; others use only a writing sample. Some programs include the use of holistic grading methods for evaluating the sample.

Relative to course-embedded assessment, all colleges require two semesters of English for AAS students. Variations include an introduction to expository writing, a continuation of expository writing with literature as the subject, literature, language use and development, and technical writing.

Traditionally, writing and critical thinking skills are assessed in college English courses through a series of compositions, a research project and a final essay. Assessment of technical writing is embedded in technical courses, and is frequently required by accrediting agencies (such as nursing allied health courses, electrical technology, and criminal justice).

No exit writing proficiency test is presently in place for all students at any of the consortium colleges. Experimental programs including portfolio assessment and departmental essay exams are being used.

There are no college-wide assessments of oral communication in place at any of the consortium colleges although some programs require a speech-related course. In speech courses, oral communication is assessed through a series of presentations, small and large group work, audiotapes and videotapes. Also oral communication skills assessment is embedded in many technical courses.

The committee found no college courses devoted solely to critical thinking and reading at consortium colleges.

Materials Developed

Listing of communication skills outcomes recommended for students completing an AAS degree (included)

List of optional assessment strategies, a discussion of each, and resources/references

Recommended Outcomes Assessment Strategies

1. Under carefully controlled circumstances, performance-based testing of communication competencies is preferable to indirect assessment.

2. Oral communication, critical thinking, and collaborative writing skills should be emphasized in the AAS curricula, and methodically assessed. Whereas writing is a formal part of the curriculum at most community colleges, these skills are not necessarily included as a formal part of every curriculum.

3. Faculty development is necessary if assessment of communication competencies is to occur.

4. If it is to be effective, assessment of communication skills and competencies must be linked to program improvement.

5. Course-embedded assessment of writing and speaking skills requires a great deal of faculty time, as does faculty development. In short, assessment of communication skills and competencies is costly, labor-intensive, and time-consuming. It is a goal to which faculty and administration must be truly committed.

Communications Outcomes for Students in AAS Degree Programs

At the conclusion of the AAS program, students will,

in the general area of communication skills:

1. communicate clearly to a variety of audiences, orally and in writing, using language which is concise and appropriate to the situation.

2. accurately record and describe experience, both orally and in writing.

3. speak and write for a variety of purposes; for example, to inform, to persuade, to compare, to analyze and to define.

4. communicate with others in small groups and in one-on-one situations, so that ideas are presented, evaluated, and integrated into collaborative reports, both written and oral.

in the area of oral communication:

5. speak in large groups, projecting ideas in a clear and confident manner.

6. utilize effective techniques in school-related or job-related interviews.

in the area of written communication:

7. recognize and demonstrate in their own writing those elements which are always present in effective writing: precise and concise language, logical organization, carefully supported judgments, and correct use of the forms and conventions of standard written English.

8. demonstrate an understanding of and facility with the writing process: prewriting, focusing, planning, drafting, revising, and editing.

9. write essays which are focused, coherent, and well-developed, using the forms and conventions of standard written English.

10. write reports and other documents in their own field of study, using and language and conventions of the particular discipline.

11. respond to writing situations across disciplines, using such varied formats as summaries, letters, records, and reports.

12. demonstrate in writing an appreciation of literature as a significant means for gaining insight into human experience as well as a respect for diverse culture and individuals.

in the area of critical thinking:

13. use various research techniques to locate primary and secondary source material on topics of general interest and in the major.

14. demonstrate orally and in writing the ability to listen and read critically; to draw inferences, to distinguish fact from opinion, to recognize assumptions, and to distinguish between sound and unsound judgments.

15. demonstrate orally and in writing the ability to think critically, evaluating their own opinions and conclusions in light of the conclusions of others, and supporting their conclusions by drawing on existing knowledge as well as their own experience.

16. write integrated, properly documented essays or reports on topics of general interest and in the major.

COMPUTER INFORMATION SYSTEMS

Team Members

Ron Cohn, Sullivan County Community College
Douglas Jones, Columbia-Greene Community College
Felice Leifer, Rockland Community College
Joseph Masterjoseph, Westchester Community College
Milt Reynolds, Ulster County Community College
Evelyn Seils, Ulster County Community College
Frank Whittle, Dutchess Community College, TEAM LEADER
Roseann Witkowski, Orange County Community College

Summary of Team Achievements

The CIS Assessment Committee developed outlines for three assessment instruments: the exit exam, the capping course and the exit interview. The committee felt that in order for an assessment strategy to be effective it must meet the following criteria:

- be effective
- provide a student benefit
- provide a program benefit
- be cost effective
- maintain a positive cost/benefit relationship

Materials Developed and Recommended Assessment Strategies

A. Exit Exam (included)

Because each of the represented CIS programs is quite different in subject matter, a two-part exam concept was developed. The first part will consist of 50 multiple choice questions which will provide the "core" of the exam. This part will be standard. The second part of the exam will be determined by the individual institutions and will be geared toward the specific courses completed by the student. The exam may also be used as an entrance exam and a status exam during the student's tenure at the college. The outline of the exam is as follows:

Part I

1. Comprised of 50 multiple choice questions covering material taught in all of the CIS programs
2. Each college representative submitted ten questions
3. The questions were evenly distributed from the following topics:
   a. hardware
   b. software
      operating systems vs. application software
      utility software

c. communication concepts
d. data hierarchy
e. ethics
f. logic
   and, or, if, case, loop structures
g. spreadsheets, databases, word processing
h. DOS commands

Part II

This portion of the exam will be developed at each of the participating institutions. It will consist of questions specific to the material taught in the individual CIS program.

B. Exit Interview (included)

Conducting exit interviews with graduating students as an assessment of their skills and the strengths and weaknesses of the program was pilot tested at Dutchess Community College. The interviews were conducted by members of the CIS Advisory Committee. The feedback received from the students and the Advisory Committee members was overwhelmingly positive. The results of the interviews were used during the fall advisory meeting. In order to be effective an exit interview should:

1. be structured
2. include technical questions
3. include ethical questions
4. provide a "mock interview" experience which will be beneficial for the student in future job interviews
5. gather student feedback on the strengths and weaknesses of the program
6. preferably be conducted by non-faculty

C. Capping Course

Based upon a structure currently being used at Dutchess Community College, an outline was developed by the committee for development of a capping course for a CIS program. The course should:

1. be comprehensive in that it requires the skills and concepts learned in the required courses in the program
2. require technical writing
3. include an oral presentation
4. allow for group interaction
5. provide for peer evaluation
6. provide for user interviewing
7. provide the student with a "portfolio"
8. conclude with a one-to-one evaluation/feedback session

A. COMPUTER INFORMATION SYSTEMS
EXIT EXAM

Multiple Choice

1. Word Perfect is an example of
   a. Data Base software
   b. a spreadsheet
   c. an operating system
   d. A word processor

2. Most word processing packages can do all of the of the following functions except
   a. check spelling
   b. add rows and columns
   c. text edit
   d. cut and paste

3. Setting right and left margins is considered to be which type of function?
   a. formatting
   b. programming
   c. spell checker
   d. none of the above

4. To add numbers in cells A2, A4, A6 the formula is
   a. @SUM(A2.A6)
   b. +A2+A3+A4+A5+A6
   c. @SUM(A2+A6)
   d. +A2+A4+A6

5. In a disk resident operating system the _____ program loads and starts the other DOS programs to execute.
   a. Basic
   b. Executive
   c. Compiler
   d. Assembler

6. The most widely used operating system for 16 bit micro computers is
   a. Cobol
   b. Basic
   c. Microsoft-DOS/PC-DOS
   d. Unix
   e. None of these

7. Operating systems must provide its users with a means of preparing new storage media for use. On mainframes this process is called volume initialization. In microcomputers this process is called
   a. DISKCOPY
   b. COPY
   c. BACKUP
   d. FORMATTING
   e. MULTITASKING

8. A database is .
   a. an unorganized collection of data which, after is it organized, is accessible so that reports can be made
   b. a collection of data organized in a manner which allows access, retrieval, and use of that data
   c. not available for use on personal computers because of the lack of main computer memory and auxiliary storage space.
   d. organized into rows and columns which can be referenced. The columns are given numbers for identification, and the rows are given letters of the alphabet for identification

9. A database management system
   a. requires too much main computer memory to be used on personal computers
   b. will normally only be used by computer programmers and cannot be used by people who wish to make inquiries into a database to obtain information
   c. is not a very powerful piece of software and, therefore, is not used for many applications
   d. is an application software package that can be used to create a database and store, access, sort, and make additions, deletions, and changes to that database

10. The physical devices that comprise a computer system are referred to as
   a. Hardware
   b. Software
   c. The Processor
   d. Peripherals

11. Which of the following is an example of a non-impact printer?
   a. Dot-matrix
   b. Daisy-wheel
   c. Laser
   d. Band

12. Where would the computer store the text of your report which you created on a word processor?
   a. RAM
   b. ROM
   c. EPROM
   d. CD ROM

13. Magnetic tape provides
    a. primary storage
    b. direct-access storage
    c. sequential-access storage
    d. mass storage

14. Each circle on a magnetic disk is called a(n) _____
    a. groove
    b. track
    c. sector
    d. block

15. _____ function as cash registers and also capture sales data.
    a. Remote terminals
    b. Point-of-sale terminals
    c. Magnetic-ink character recognition devices
    d. Bar-code recognition devices

16. Which device would have the highest storage capacity?
    a. a reel of magnetic tape
    b. a hard magnetic disk
    c. an optical disk
    d. 3 reels of magnetic tape

17. Each digit position in a binary number system is called a _____.
    a. bit
    b. word
    c. byte
    d. parity bit

18. A single chip containing the arithmetic and logic circuit and the control capability for memory and input/output access is called a _____.
    a. silicon chip
    b. RAM chip
    c. CPU
    d. EPROM chip

19. The most common output device for microcomputers is the _____
    a. printer
    b. monitor
    c. plotter
    d. modem

20. _____ are common direct-access secondary storage devices for microcomputers.
    a. Cartridge tapes
    b. Cassette tapes
    c. Floppy disks
    d. Removable hard disks

21. An example of systems software is a:
    a. word processing program
    b. operating system
    c. database management system
    d. spreadsheet program

22. A set of programs that permits the computer to manage its own resources is:
    a. a manager system
    b. a supervisor system
    c. an operating system
    d. a control system

23. The software to control a database and make it accessible to users in called a:
    a. universal file manager
    b. database management system
    c. master database program
    d. database file manager

24. Word processing software is classified as a/an:
    a. utility program
    b. operating system program
    c. application program
    d. public domain program

25. A program designed to calculate a grade point average is an example of:
    a. a systems software
    b. a utility program
    c. an applications program
    d. a spreadsheet

26. A program designed to provide translation to machine language is an example of:
    a. a network program
    b. an application program
    c. a compiler
    d. a spreadsheet program

27. These programs are often supplied by the manufacturer of the computer for copying data and tracing errors:
    a. utility programs
    b. supervisor programs
    c. load modules
    d. object modules

28. This program type schedules the work on the computer:
    a. operating system
    b. database system
    c. LAN system
    d. none of the above

29. Another name for available-for-purchase software is:
    a. secondary software
    b. packaged software
    c. systems software
    d. peripheral software

30. An operating system is a:
    a. set of users
    b. set of programs
    c. form of timesharing
    d. supervisor program

31. An example of a control structure is:
    a. sequence
    b. selection
    c. iteration
    d. loop
    e. any of the above

32. The iteration control structure:
    a. causes a program to execute statements one after another
    b. has statements that may or may not be executed depending on a decision made during program execution
    c. causes statements to be executed repeatedly until some termination condition is reached
    d. all of the above
    e. none of the above

33. The planning tool that best shows the top-down organization of a program is the:
    a. flowchart
    b. hierarchy chart
    c. pseudocode
    d. all of the above
    e. none of the above

34. In a selection structure:
    a. one statement is executed after another
    b. one set of statements is executed, or else a different set of statements is executed, depending on a condition
    c. statements are executed in a loop
    d. all statements relate to the same program function
    e. a top-down method is applied

35. Program statements are executed one after another, with no chance for variation in:
    a. structured programming
    b. top-down coding
    c. looping
    d. a sa selection structure
    e. a sequence structure

36. In general when writing pseudocode one should adhere to the following principle:
    a. make a one-page description of the overall task
    b. make a description of each module
    c. describe each module on a separate page.
    d. all of the above
    e. none of the above

37. When testing for a control break, the control fields of which records must be considered?
    a. the present record
    b. the present record and the previous record
    c. the present record and the two previous records
    d. the previous record
    e. the two previous records

38. An algorithm is:
    a. a type of flowchart
    b. an alternative to a structure chart
    c. a set of instructions that solve a problem
    d. a device for measuring program execution efficiency
    e. a computational technique used to create efficient code

39. A structure chart is a type of:
    a. a COBOL program
    b. program documentation
    c. user testing
    d. LAN
    e. none of these are correct

40. A structured program:
    a. has been proven correct
    b. results from top-down program development
    c. contains only a single control module
    d. contains only the three basic control structures
    e. both b and d are correct

41. The correct order of the data hierarchy is:
    a. record, file, field, character
    b. character, field, file, record
    c. field, character, record, file
    d. character, field, file, record
    e. none of these

42. A device which converts digital signals to analog signals is a(n):
    a. controller
    b. modem
    c. ALU
    d. transmitter
    e. none of these

43. Communication rate is measured in:
    a. BPI
    b. inches per second
    c. BAUD
    d. tracks per inch
    e. none of the above

44. Communication technology which utilizes light waves is:
    a. optical light
    b. coaxial optics
    c. microwave
    d. optical fiber
    e. none of the above

45. Which of the following is a computer crime:
    a. making copies of purchased software for distribution
    b. using a computer to spread a virus on the company's computer network
    c. using the company's computer for personal business
    d. all of these are computer crimes
    e. none of these are computer crimes

46. A byte in the EBCDIC and ASCII codes is:
    a. 8 bits
    b. 4 bits
    c. 2 characters
    d. 10 characters
    e. none of the above

47. When you purchase a software product, you actually are purchasing:
    a. a license
    b. a copyright
    c. a patent
    d. ownership of the product
    e. none of these

48. Parity is used for:
    a. printer fonts
    b. speech recognition
    c. error checking
    d. byte conversion
    e. none of the above

49. A collection of related fields is a:
    a. database
    b. character
    c. file
    d. record
    e. none of the above

50. Computers may communicate using:
    a. telephone lines
    b. microwave transmission
    c. coaxial cable
    d. all of these
    e. a and b only

ANSWER KEY
CIS EXIT EXAM VERSION 1

1. d	26. c
2. b	27. a
3. a	28. d
4. d	29. b
5. b	30. b
6. c	31. e
7. d	32. c
8. b	33. b
9. d	34. b
10. a	35. e
11. c	36. d
12. b	37. b
13. c	38. c
14. b	39. b
15. b	40. d
16. c	41. e
17. a	42. b
18. c	43. c
19. b	44. d
20. c	45. d
21. b	46. a
22. c	47. a
23. b	48. c
24. b	49. d
25. c	50. d

B. CIS EXIT INTERVIEW

Attached is an outline of topics for conducting an exit interview. Circle the appropriate rating on the scale and also provide any relevant comments. Comments can include any information which you feel is important but is not clearly being communicated through the rating. They may be composed of student's reactions and comments, your comments or a combination of both.

Listed below are possible subtopics for each topic. They may assist in the assessment of the specified topic. In addition, each topic is further defined and clarified.

TOPIC	DESCRIPTION
1. I/O Devices	Student should be able to identify and describe various I/O devices. Common devices should include CRT, scanner, voice recognition, card reader, printer, voice synthesis, COM, telephones, mouse or joystick.
2. Internal components	The CPU, bus line and main memory should be mentioned in the answer. The answer may include fetch/execute cycle, system clock, decoding instructions, ALU, CU and memory controllers.
3. Data Communication	The function of a modem, communication controller and communication lines should be mentioned. Other topics include baud rate, analog vs digital, telephone lines, coaxial cable, microwave and fiber optic transmission.
4. Hardware/Software	The answer should indicate an understanding that software is a set of instructions which are executed using the hardware and, in turn, dictate the action of the hardware.
5. RAM vs ROM	RAM is random access memory and requires power to retain it's contents. In addition, RAM can be used for reading or writing. ROM is read only memory. It retains it's contents without power but can only be used for reading. Additional topics include volatile vs nonvolatile, PROM and EPROM.
6. Computer Configuration	Student should be able to identify the make and model of all the computers used in the program. Additional topics would include the strengths and weaknesses of of each model.
7. Operating Systems Application Program	Operating systems manage storage allocation and device allocation for application programs. Most application programs request memory/devices through the operating system. This allows application programs to be executed on many hardware configurations.

	Additional topics may include utility programs, IPL, booting up, software vs hardware interrupts, multiprogramming, multiprocessing and virtual storage.
8. Operating System	Students should be able to identify the operating system in use on the various computers used at the school. They should identify some operating system commands, JCL required and identify the system as single user or multiuser.
9. Application Programs	The answer should include a discussion of programs such as spreadsheets, data bases and word processing. Of course, any application software is relevant to the answer.
10. Software Environment	Perhaps the most difficult question, the student should outline the software interaction in their computing environment. Editors, compilers, database access, telecommunications, queue control and file access programs may be included in the discussion. The interviewer may want to have a pictorial design of the environment.
11. Iteration Structures	The student should discuss the various iteration structures in each language with which they are familiar.
12. Multiprogramming	The discussion should focus on the function of the CPU as it processes many programs during a period of time. Additional topics include priority, I/O bound vs Compute bound, time sharing and partitions.
13. Operating System Commands	Students should be able to identify basic commands such as DIR, COPY, DISKCOPY and FORMAT.
14. Privacy	The discussion should include the vast amount of information stored on individuals. Information such as credit history, employment history and medical history should be identified.
15. Software Piracy	The illegal copying of software should be discussed. Multiple computers require multiple copies (or a site license) of software. The difference between owning and licensing the software should be examined.
16. LAN Privacy	LAN access requires multiple copies of software or a site license. Recent court rulings do not protect the privacy of LAN or cellular phone communication.
17. Computer Crime	White collar crime should be discussed. Crimes ranging from illegal use of computer

	time to using computers for illegal acts can be discussed.
18. Faculty	Students should feel free to honestly evaluate all aspects of the program faculty. This may include, but is not limited to, expertise, teaching ability and interest in the success of the student. Interviewer should attempt to draw out responses if the student appears hesitant.
19. Facilities	The quality of equipment, the availability of the equipment and the quality of the lab assistance should be discussed.
20. Class Scheduling	Students should evaluate class availability such as evening courses, summer courses and scheduling conflicts. In addition, students may discuss class size and class environment.
21. General Comments	Attempt to have the student "open up" and comment on the strengths and weaknesses of the program.
22. Career Objectives	Students should evaluate their future career plans. The interviewer should differentiate between "career plans" and "job plans".
23. Educational Plans	Students should identify any future educational plans. Plans may include full-time study. part-time study, credit-free study and future degree goals.
24. Self Confidence	Interviewer should rate the students response. There is no "right" answer. The rating should be based upon the quality of the response.
25. Work Experience	Students should outline various work experiences gained during college.
26. Self Evaluation	Again, there is no correct response. The rating should be based upon the quality of the response. Was the student prepared for the question?
27. Major Concerns	Ascertain specific concerns which the student may have regarding entry level employment in a technical field.

NOTE***** Please return to the cover page and include your assessment of the student's responses.

CIS EXIT INTERVIEW

INTERVIEWER INFORMATION

NAME _____

DATE _____

Please provide a general evaluation of the student upon the completion of the interview. Use the same rating scale as indicated on the following page.

TOPIC	RATING
TECHNICAL SKILLS - HARDWARE	0 1 2 3 4
TECHNICAL SKILLS - SOFTWARE	0 1 2 3 4
ETHICS/PRIVACY	0 1 2 3 4
COLLEGE/DEPARTMENT/FACULTY	0 1 2 3 4
PERSONAL GROWTH / GOALS	0 1 2 3 4

COMMENTS:

OUTLINE - EXIT INTERVIEW

Please use the following structure in conducting the exit interview. In the space below each topic, provide any appropriate comments. The comments should provide an assessment concerning the students understanding of the subject matter. In addition, please assign a rating for each topic. The following scale should be used:

0 not applicable - not asked
1 poor understanding
2 some understanding
3 good understanding
4 excellent understanding

TECHNICAL PORTION

HARDWARE	RATING				
1. Describe various input/output devices.	0	1	2	3	4
2. Explain the internal components of a computer - how do they interact?	0	1	2	3	4
3. Describe the hardware involved in "data communications".	0	1	2	3	4
4. Explain the difference between hardware and software.	0	1	2	3	4
5. Describe the difference between RAM and ROM.	0	1	2	3	4
6. Discuss the various computers used at your school.	0	1	2	3	4

SOFTWARE

7. Explain the difference between operating systems and application programs.	0	1	2	3	4
8. List the operating systems used at your school.	0	1	2	3	4
9. List the various application programs used at your school.	0	1	2	3	4
10. Discuss the software environment used: include programming languages, operating systems, telecommunications, editors, database access, file access - how do they interact?	0	1	2	3	4
11. In the various programming languages with which you are familiar, explain the implementations of a loop structure.	0	1	2	3	4
12. Explain multiprogramming.	0	1	2	3	4
13. Discuss various operating systems commands used in a microcomputer operating system.	0	1	2	3	4

ETHICS/PRIVACY

14. Discuss the issue of privacy as it relates to information.	0	1	2	3	4
15. Discuss the issue of software piracy.	0	1	2	3	4
16. Explain the situation of software piracy as it relates to LANS.	0	1	2	3	4
17. Discuss the various levels of computer crime.	0	1	2	3	4

COLLEGE/DEPARTMENT/FACULTY

NOTE: Use the same scale:
(POOR ANSWER) 1 2 3 4 (EXCELLENT ANSWER)

18. Rate the faculty: expertise, teaching ability, interest in students.	0	1	2	3	4
19. Rate the facilities: quality of equipment, availability	0	1	2	3	4
20. Rate the quality of assistance lab assistants, student aides	0	1	2	3	4
21. Rate the class scheduling: class size, class availability, scheduling conflicts.	0	1	2	3	4
22. Have you enjoyed your tenure at this college? Comment on your experience, strengths and weaknesses of the program.	0	1	2	3	4

PERSONAL GROWTH/GOALS

23. Describe your career objectives.	0	1	2	3	4
24. Describe your future educational plans.	0	1	2	3	4
25. Are you self-confident in that you feel prepared for a technical career?	0	1	2	3	4
26. Explain what you feel was gained from your college tenure.	0	1	2	3	4
27. If you were to evaluate yourself, evaluate your strengths and weaknesses (include technical ability).	0	1	2	3	4
28. Identify any major concerns which you have regarding entry level employment.	0	1	2	3	4

EXIT INTERVIEW

This form is optional. Please inform the student that he/she may choose NOT to supply the following information.

STUDENT INFORMATION (OPTIONAL)

NAME _____

Evening or Day student _____

Year in which the student started the curriculum _____

Elective CIS courses and other relevant education (ex BA,MS)

_____ _____

_____ _____

_____ _____

_____ _____

Relevant Work Experience _____

_____

_____

_____

STUDENT COMMENTS

The student is encouraged to comment on anything relating to his/her college experience. Also, comments concerning the exit interview process would be appreciated.

CRIMINAL JUSTICE

Team Members

Charles Cavanagh, Westchester Community College
Fred Galt, Dutchess Community College
George Hackett, Rockland Community College, TEAM LEADER
Anthony Muratore, Orange County Community College

Summary of Team Achievements

The team's consensus was that each institution develop a tracking system to collect information on student progress, reasons for leaving, attrition and/or transfer. Also each institution should collect information on graduates including employment or transfer history. The SUNY Graduate Follow-up Study can be used for this purpose.

Each course should be described in a format that defines course objectives, learning activities involved and the evaluation methods. A capstone course should be explored as a vehicle for assessing outcomes acquired in each of the major's courses. The course could be divided into broad topics such as Law and the Legal System, Criminal Justice Systems and Methods, Administrative Functions and Elements and Technical Approaches to Criminal Justice.

Materials Developed

Learning Activities Proposal for Capstone Course (included)

Major Student Outcomes for Core Courses (included)

Listing of follow-up survey items for transfer institutions

Sample Supervisor's Evaluation of Criminal Justice Interns

Sample assignment assessing writing competencies

Recommended Outcomes Assessment Strategies

A. Individual Student Progress
B. Graduate Follow-up Information
C. Capstone Course
D. Evaluation of Interns
E. Assignments Using Communication Skills

MAJOR STUDENT OUTCOMES FOR CRIMINAL JUSTICE CORE COURSES

COURSE OBJECTIVES	COURSE	METHOD OR ACTIVITY
1. Student will demonstrate an understanding of Criminal Justice as a System	CRJ 101 Intro. to C.J. CRJ 220 Field Experience	Examination Internship - Supervisor Evaluation
2. Student will demonstrate an understanding of Functions, Structures and Processes of each component of the Criminal Justice System	CRJ 101 Intro. to C.J. CRJ 103 Juvenile Justice CRJ 201 Criminal Law CRJ 205 Criminal Evidence CRJ 220 Field Experience CRJ 120 Intro. to Corrections CRJ 217 Intro. to Prob. & Parole	Examination Examination Examination Examination Internship - Supervisor Evaluation Examination and Paper Examination and Paper
3. Student will demonstrate an understanding of the Juvenile Justice System and current innovations in the system	CRJ 103 Juvenile Justice CRJ 220 Field Experience	Examination and Paper Internship - Supervisor Evaluation
4. Student will demonstrate understanding of the Basic Principles of Administration and be able to give a balanced and integrated view of Administration	CRJ 110 Fund. of Admin. CRJ 111 Police Organ. & Mgt.	Examination Examination
5. Student will demonstrate understanding of the constitutional and statutory limitations in the enactment of laws making a criminal act and applications	CRJ 201 Criminal Law CRJ 205 Criminal Evidence	Examination & Court Observations Examination & Court Observations
6. Student will be able to conduct an in-depth appraisal and be able to discuss the construction of penal statutes and the court's decisions in interpreting them on a current basis	CRJ 101 Intro. to C.J. CRJ 201 Criminal Law CRJ 205 Criminal Evidence	Examination Term Project Term Project
7. Student will demonstrate an understanding of the importance of criminal investigation in the field	CRJ 203 Criminal Invest. CRJ 205 Criminal Evidence CRJ 220 Field Experience	Examination Examination Internship - Supervisor Evaluation
8. Student will demonstrate and understand the importance of professional conduct at the crime scene	CRJ 203 Criminal Invest.	Examination
9. Student will demonstrate an understanding of the legal methodology of interviewing and interrogation of witnesses and suspects	CRJ 203 Criminal Invest. CRJ 204 Interviewing	Examination Examination

COURSE OBJECTIVE	COURSE	METHOD OR ACTIVITY
10. Student will demonstrate an understanding of the use of informants as a tool, and the techniques of surveillance	CRJ 203 Criminal Invest.	Examination
11. Student will demonstrate an understanding of the scientific examination of physical evidence	CRJ 207 Criminalistics	Examination and Lab. Analysis
12. Student will demonstrate an understanding of the proper identification, collection and handling physical evidence	CRJ 201 Criminal Law CRJ 203 Criminal Invest. CRJ 207 Criminalistics	Examination Examination and Practicum Examination and Practicum
12. Student will demonstrate a knowledge of the basic lab tests concerning physical evidence as glass, hair, bullets, fingerprints, handwriting, etc.	CRJ 207 Criminalistics	Examination and Practicum
13. Student will demonstrate an understanding of the following processes of Administration: Planning, Assembling Resources, Supervising and Controlling	CRJ 110 Fundamentals of Admin. CRJ 111 Police Organ. & Mgt.	Examination Examination
14. Student will demonstrate an understanding of the process of Organizing an enterprise or any of its parts by preparing a table of Organization with appropriate explanations of the Principles of Organization	CRJ 110 Fundamentals of Admin. CRJ 111 Police Organ. & Mgt.	Examination & Term Project Examination
15. Student will demonstrate an understanding of adaptive management; management theory and structure of police organizations	CRJ 111 Police Organ. & Mgt.	Examination and Term Project
16. Student will demonstrate an understanding of organizational environment, managerial functions personnel and information management and objective management	CRJ 111 Police Organ. & Mgt.	Examination
17. Student will demonstrate an understanding of police executive leadership; patrol; support line elements; human factors; and measurement of police productivity	CRJ 111 Police Organ. & Mgt.	Examination
18. Student will demonstrate an understanding of the legal methodology of interviewing and interrogation of witnesses and suspects	CRJ 203 Criminal Invest. CRJ 204 Interviewing	Examination Examination

LEARNING ACTIVITIES PROPOSAL

ROCKLAND COMMUNITY COLLEGE
TITLE: CRIMINAL JUSTICE COLLOQUIUM
PROPOSED BY: GEORGE A. HACKETT, DEPARTMENT CHAIR
PRE-REQUISITE: CRJ 101, 103, 110, 201, 205, 207

DEPARTMENT: CRIMINAL JUSTICE

Section I JUSTIFICATION

The Criminal Justice Department at Rockland Community College in meeting the needs of our students has designed a capstone course of instruction in order to reinforce prior learning and assess outcomes of all graduating students. This course will enable the student to review and perhaps add new interpretations and understanding of materials previously learned after completing all of the required courses. We are of the opinion that by reviewing and pulling together major components, philosophies, and methodology the student will now observe the system holistically rather than fragmented by taking independent courses. Additionally, we will be able to monitor our program and make innovative changes or updates when required.

Section II CATALOG DESCRIPTION

This course will be offered to all criminal justice students in the fourth semester just prior to graduation. The course will be team taught and will consist of four major areas: Law and the Legal System; Criminal Justice Systems and Methods; Administrative Functions; and Elements and Technical Approaches to Criminal Justice.

Section III COMPETENCIES TO BE LEARNED

Part I

1. Student will be able to discuss Justice, Law and the Supreme Court
2. Student will be able to discuss the Juvenile Justice System and Current Innovations in the System.
3. Student will be able to discuss the most current trends, Court Decisions, Laws and Special Problems as they relate to Juveniles in our Modern Society.
4. Student will understand the constitutional and statutory limitations in the enactment of laws making conduct a criminal act and the applications thereof.
5. Student will conduct an in-depth appraisal and be able to discuss the construction of penal statutes and the courts' decisions in interpreting them on a current basis.
6. Student will understand the numerous penal statutes presently in effect and the limitations imposed with respect to the enactment and enforcement of them.
7. Students will learn and be able to discuss the substantive rules of evidence, including the meaning of relevant and material evidence, the definition of hearsay evidence, admissibility of confessions and the law of search and seizure.
8. Discuss key constitutional provisions regarding criminal justice.

Part II

1. Student will understand Criminal Justice as a System.
2. Student will understand Functions, Structures and Processes of each component of the Criminal Justice System.
3. Student will understand the role of the police, Courts, Probation, Correctional institutions and the various Youth-Serving Agencies as they related to the Rehabilitative Philosophy of the Juvenile Justice Process.
4. Student will be able to discuss theories in the area of Juvenile Delinquency Causation, Prevention, Control and Treatment.

5. Student will learn to develop special techniques and practices in handling Juvenile Offenders as differentiated from the adult procedure.
6. The student will be able to describe the relationships among various functions of the criminal justice system.
7. The student will be able to describe the basic structure of the criminal justice system by component and by level.
8. The student will be able to explain the concept of the interdependence of the parts of the criminal justice system.
9. Student will be able to identify the five cahracteristics of systems management.
10. The student will be able to list the steps involved in systems analysis.

Part III

1. The student will be able to bring together existing knowledge regarding the basic processes of administration.
2. The student will be able to discuss and give a balanced and integrated view of administration.
3. The student will be able to define and discuss the administrative processes of Planning, Organizing, Assembling Resources, Supervising and Controlling.
4. The student will understand and discuss the limits of planning, including forecasts, expense of planning, time restrictions, and effect on individual initiative.
5. The student will be able to define logistics and understand the steps in logistical analysis.
6. The student will understand and be able to define strategies giving examples of strategies for: initiating change; joint action; negotiation; defense; timing, and the ramifications of using strategies.
7. The student will understand and discuss the basic phases in decision-making.
8. The student will understand and be able to discuss the eight principles of organization which will include informal organization.
9. The student will understand the concepts of building external relations, budgets, including PPBS, Line Item and Zero-Base Budgeting.
10. The student will understand the need for the concept of Direction and be able to discuss organizational communication; training and group relationships.

Part IV

1. Student will learn and be able to discuss the various ways of laying proper foundations for the admission of physical evidence such as documents, photographs and evidence seized by police officers.
2. Student will be able to summarize some of the historical developments leading to the current state of the field of criminalistics.
3. Student will be able to describe how the criminalistics technician works with the police investigator.
4. Student will be able to name the nine steps involved in caring for evidence from the first officer's arrival at the crime scene up to appearance in court.
5. Student will be able to name the three basic patterns dealt with in the NCIC coding system.
6. Student will be able to explain how a bullet fired from a gun comes to be striated.
7. Student will be able to explain how the order and angle of fire of bullets may be determined from glass that the bullets penetrated.
8. Student will be able to list the characteristics for which hair taken as evidence is examined.
9. Student will be able to name the eight on-the-scene guidelines for handling biological specimens.

10. Student will be able to give examples of narcotic analgesics, depressants, stimulants, and hallucinogens.
11. Student will be able to list the rules of obtaining handwriting specimens.
12. Student will be able to list the questions that crim labs are designed to answer.
13. Student will be able to explain why "ballistics" is not an accurate name for the division of a crime lab which is often mistakenly identified by that term.
14. The student will be able to give an advantage, besides cost, that simpler and less expensive methods of evidence processing may have even more elaborate methods.

Section IV DESCRIPTION OF SPECIFIC LEARNING ACTIVITIES

In each part of the aforementioned competencies there will be a variety of learning activities utilized. Lectures, research, journals, speculative writing, essays, term papers and examinations will be used. Selected readings, professional studies, papers, articles, etc. will be assigned and reported on. Examinations will be essay type questions exploring the students' knowledge holistically rather than factual rote type short answer questions. Outside visits will be considered and conferences involving instructor and student in one-on-one situations.

Section V BIBLIOGRAPHY

AMERICAN SYSTEM OF CRIMINAL JUSTICE, Cole
JUVENILE JUSTICE, Cox
ADMINISTRATIVE ACTION, Newman
POLICE ORGANIZATION & MANAGEMENT, Leonard
CRIMINAL LAW: PRINCIPLES AND CASES, Gardner
FUNDAMENTALS OF CRIMINAL INVESTIGATION, O'Hara
CRIMINAL EVIDENCE, Gardner
CRIMINALISTICS FOR THE LAW ENFORCEMENT OFFICER, Califana/Levkov

EARLY CHILDHOOD DEVELOPMENT

Team Members

Sheila Abramowitz, Orange County Community College
Dorothy Decker, Dutchess Community College
Sheela Hanna, Westchester Community College
Marie Irving, Sullivan County Community College
Debra Tietze, Rockland Community College, TEAM LEADER

Summary of Team Achievements

Competencies and Program Comparisons: A necessary and rewarding amount of collegial time was spent in comparing programs, specific course content, textbooks, sharing class presentation ideas and assessment tools. There was a basic consensus that the programs continue to employ a holistic approach to educating Early Childhood students. Special emphasis will continue to be placed on assisting students in their:

- Integration and application of child development theory
- Expanding communication skills (verbal, non-verbal and written)
- Use of a variety of child observation assessment tools
- Use of positive guidance techniques with children
- Collection and use of developmentally appropriate curriculum resources
- Ability to function as a cooperative team member
- Integration of Early Childhood professionalism (to include confidentiality, integrity, advocacy and commitment to on-going professional growth)

Capstone Courses: All Early Childhood programs in the consortium offer students an opportunity to work directly with children under the supervision of their college mentor. Because these Practicum and Fieldwork courses are at the very core of the programs, the team chose to focus its remaining efforts on analyzing the various student teaching courses.

Student Lesson Plans, Head Teaching Experiences: In all Practicum/ Fieldwork courses students are given the opportunity to exhibit their integration of developmental learning theory by organizing, planning, writing and implementing 3 to 8 developmentally appropriate activities with children. Supervisors critique the students' written plans, offer revision suggestions, and finally observe the student while interacting with children during several of the "planned" activities. Presently several team members are revising their required number and quality of lesson plan formats, with special emphasis on the students' self-assessment of the activity for the special group of children being served.

Student Self-Assessment Records: All of the team members' EC field courses require students to keep a daily/weekly log or journal of their activities, reactions, interpretations and specific child observation experiences. These are reveiwed and commented upon by each campus mentor frequently. In addition, students are asked to complete a variety of written assignments of their program/child involvement. Presently, some members are revising their assessment formats to provide the students with the ongoing opportunity to assess and document their competencies in a final cumulative portfolio representing professional growth in Early Childhood Education.

Evaluation of Students: On-Campus Mentor and On-Site Supervisor. All of the college mentors meet with practicum/fieldwork students on a weekly basis in a seminar setting to share experiences, evaluate logs and clarify assignments, etc. In addition, students are given the opportunity to meet on an individual basis with their college supervisor. Field supervisors are asked to give written feedback on their student teachers' effectiveness at least twice during the semester, and are frequently also contacted by phone and in person to give oral feedback of their observations.

To control and compensate for quality programs many EC faculty use the SUNY On-Campus Day Care facilities as initial placement sites for students. Increased involvement with on-campus resources is highly recommended.

Cumulative Early Childhood Portfolio of Competenceis and Resources: There is heightened interest in pursuing these possibilities. In several programs students are already producing a professional resource portfolio of articles, curriculum plans, visual aids and child activity kits for future employment purposes. Expansion of the exit portfolio concept is of particular interest to this committee with further meetings planned to share details of competencies and content thereof.

Program Needs/Assessment Surveys: A variety of student questionnaires and program assessments are being used presently, and will continue to be revised as appropriate.

Materials Developed

Child Development Associate Competencies Identification (sample included)

Compilation of Practicum Course Descriptions and Assessment Strategies

Compilation of Lesson Plan Formats and Supervisor Evaluations

Compilation of Student Self-Assessment Instruments (sample included)

Compilation of Practicum Supervisor Evaluation Forms (sample included)

Recommended Outcomes Assessment Strategies

A. Basic Competencies and Goals Attainment

B. Developmentally Appropriate Student Lesson Planning and Curriculum Activities

C. Practicum and Fieldwork Evaluations

1. Student Self-Evaluation Scale

2. Campus Supervisor's Student Evaluations

3. On-Site Student Evaluations

D. Cumulative Resource Portfolio

E. Transferability to Four-Year Education Programs

It becomes an increasing challenge to ensure that Early Childhood students have the opportunity to transfer to four-year institutions, hopefully as juniors ready for their advanced coursework in Education. Often the Early Childhood coordinators have personally intervened on their students' behalf to negotiate course acceptance and equivalency.

COMPETENCY GOALS & OBJECTIVES FOR EARLY CHILDHOOD DEVELOPMENT PROGRAMS

(National Association for the Education of Young Children)

I COMPETENCY
GOAL: To establish and maintain a safe, healthy learning environment.

Student Objectives: A. SAFE:
Student helps to provide a safe environment which prevents and reduces injuries.

B. HEALTHY:
Student promotes good health and nutrition, and helps to provide an environment that contributes to the prevention of illness.

C. LEARNING ENVIRONMENT:
Student uses space, materials, and routines as resources for constructing an interesting and enjoyable environment that encourages exploration and learning.

II COMPETENCY
GOAL: To advance physical and intellectual competence.

Student Objectives: A. PHYSICAL:
Student provides a variety of equipment, activities, and opportunities to promote the physical development of children.

B. COGNITIVE:
Student provides activities and experiences provides activities and experiences that develop questioning, probing, creativity, exploration, and problem solving appropriate to the developmental levels and learning styles of children.

C. COMMUNICATION:
Student provides opportunities for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.

D. CREATIVE:
Student provides experiences that stimulate children to explore and express their creative abilities.

III COMPETENCY
GOAL: To support social and emotional development and provide positive guidance.

Student Objectives: A. SELF:
Student helps each child to know, accept, and take pride in himself or herself and to develop a sense of independence.

B. SOCIAL:
Student helps children learn to get along with others and encourages feelings of empathy and mutual respect among children and adults.

C. GUIDANCE:
Student provides an environment in which children can learn and practice behaviors that are appropriate and acceptable individually and in a group.

IV COMPETENCY
GOAL: To establish positive and productive relationships with families.

Student Objective: FAMILIES:
Student maintains an open, friendly, and informative relationship with each child's family and encourages family involvement in the program.

V COMPETENCY
GOAL: To ensure a well-run purposeful program responsive to participant needs.

Student Objective: PROGRAM MANAGEMENT:
Student is a manager who uses all available resources to ensure an effective operation. The student is a competent organizer, planner, and record keeper.

VI COMPETENCY
GOAL: To maintain a commitment to professionalism.

Student Objective: PROFESSIONALISM:
Student seeks out and takes advantage of opportunities to improve her or his competence, both for professional growth and for the benefit of children and families.

WEEKLY SELF-EVALUATION SCALE

NAME_____ DATE_____

For each statement below, rate yourself on a scale of 1 to 4. These ratings reflect how you felt about being in the "lab" each week. You will not be graded on how you rate yourself.

	LOW HIGH
1. I was helpful.	1 2 3 4
2. I understood what was expected from me	1 2 3 4
3. I enjoyed my interaction with the children	1 2 3 4
4. I gained insight in children's behavior.	1 2 3 4
5. I was comfortable in the setting	1 2 3 4
6. I was effective in setting limits.	1 2 3 4
7. The children accepted me as a teacher.	1 2 3 4
8. I was comfortable with the other staff	1 2 3 4
9. I was effective in supervising activities.	1 2 3 4
10. I was needed	1 2 3 4
11. I observed the children objectively.	1 2 3 4
12. I prepared adequately (by _____ (reading, lesson plan, etc.)).	1 2 3 4

COMMENTS:

I. NAME OF PRACTICUM STUDENT: _____

II. NAME OF FIELD SUPERVISOR: _____

III. NAME OF PLACEMENT AGENCY: _____

IV. DATES OF ATTENDANCE THIS PERIOD AND TIMES:

	DATES	TIMES	DATES	TIMES
M.	_____	_____	_____	_____
T.	_____	_____	_____	_____
W.	_____	_____	_____	_____
Th.	_____	_____	_____	_____
F.	_____	_____	_____	_____

V. TOTAL HOURS ATTENDING: _____

SUPERVISOR'S NAME: _____ DATE: _____

FOR EACH STATEMENT BELOW, RATE THE STUDENT ON A SCALE OF 1 TO 4. THESE RATINGS REFLECT HOW YOU FELT ABOUT THE STUDENT BEING IN YOUR SETTING EACH WEEK. PLEASE INDICATE YOUR NEED TO CLARIFY CERTAIN RATINGS BY AN ASTERICK* THEN MAKE COMMENTS ON THE BACK OF THIS SHEET. THANK YOU.

1. STUDENT WAS HELPFUL.....1 2 3 4
2. STUDENT EXHIBITED CURIOSITY IN UNDERSTANDING WHAT WAS EXPECTED 1 2 3 4
3. STUDENT INITIATED POSITIVE INTERACTIONS WITH THE CHILDREN.....1 2 3 4
4. STUDENT SHOWED EVIDENCE OF PREPARATION.....1 2 3 4
5. STUDENT APPEARED COMFORTABLE IN THE SETTING.....1 2 3 4
6. STUDENT WAS EFFECTIVE IN SETTING LIMITS.....1 2 3 4
7. THE CHILDREN ACCEPTED THE STUDENT AS A TEACHER.....1 2 3 4
8. THE STUDENT APPEARED COMFORTABLE WITH THE OTHER STAFF.....1 2 3 4
9. THE STUDENT WAS EFFECTIVE IN SUPERVISING ACTIVITIES.....1 2 3 4
10. TTHE STUDENT WAS AVAILABLE & ACCESSIBLE TO THE CHILDREN.....1 2 3 4
11. THE STUDENT WAS PROMPT & CONSISTENT IN ATTENDANCE.....1 2 3 4
12. STUDENT APPEARED TO ENJOY WORKING WITH THE CHILDREN.....1 2 3 4

OBSERVATIONS: SPECIFIC EXAMPLES OF STUDENT'S INTERACTIONS OR ACTIVITIES WITH CHILDREN: (use back of sheet)

Rockland Community College

Human Services Department/Early Childhood Development
Evaluation Form for Student Field Placement

Name: _____ Soc. Sec. # _____ Semester: _____
Agency: _____ Prof.: _____ Course: _____

*This form must be signed by both the student and supervisor.

	Out-standing	Above Average	Satis-factory	Pass-ing	Unsatis-factory
1. Attendance & dependability					
2. Resourcefulness & initiative					
3. Grasp of agency function and service					
4. Working relationship with professional personnel					
5. Ability and ease in relating to people					
6. Understanding of human behavior					
7. Communication skills-effective language, engaging verbally, conveying information, leading activity groups					
8. Detail and accuracy of observations					
9. Clarity of writing					
10. Awareness of own values, attitudes, feelings					
11. Use of supervision					

Estimate of student's present performance

Estimate of student's potential

Comments on student's performance, areas of strengths and difficulties:

Depending on course student is enrolled in (note above) comment on student's understanding either group leadership & dynamics, one-to-one intervention or awareness of client's ethnic cultural diversity.

Evaluation submitted by: _____
Name Title

- -

Student's comments: *This section must be filled in.

Total number of hours _____

_____
Student's signature

tcb - 3/89

END-SEMESTER FINAL STUDENT EVALUATION FORM

Course: 71204 (05) Curriculum Development & Field Placement I (II)
Instructor:

NAME OF STUDENT _____

NAME OF SCHOOL (AGENCY) _____

SEMESTER/YEAR _____

COOPERATING TEACHER _____

The CHILDCARE/EARLY CHILDHOOD PROGRAM wish to express our appreciation to you for allowing the above mentioned student to work in your classroom. This experience is a vital part of the student's preparation.

Your honest appraisal of the student's work and growth in your classroom is an essential part of his/her total evaluation. Your input on the following criteria below is extremely important to us in formulating a final grade for this student.

A-outstanding; B-commendable; C-satisfactory; F-unsatisfactory; N/A-not applicable

PERSONAL QUALITIES	A	B	C	F	N/A	COMMENTS
Professional behavior						
Personal Appearance						
Responsiveness to feedback						
Self-confidence						
Dependability						
Initiative						
Patience						
Enthusiasm						
Sense of humor						
Creativity						
Communication skills						
Punctuality						

	A	B	C	D	N/A	COMMENTS
Interpersonal Relationships						
Emotional Stability (acts in mature manner)						
Has positive attitudes towards field placement						
Can Evaluate Self						

RELATIONSHIP WITH CHILDREN	A	B	C	D	N/A	COMMENTS
Assumes responsibility						
Relates to children easily						
Provides a positive role model						
Aware of childrens' needs and difficulties						
Understands classroom management techniques						
Alert to total group						
Relates to small groups						
Recognizes when to give help and when to encourage self-help						
Uses positive approach						
Transitions/Routines (understands)						
Can be firm & decisive						
Uses appropriate language and speech						
Appreciates & understands childrens' creativity and individuality						

PROFESSIONAL DEVELOPMENT & COMPETENCY	A	B	C	F	N/A	COMMENTS
Displays positive attitude towards master teacher						
Demonstrates competency in curriculum skill areas						

	A	B	C	F	N/A	COMMENTS
Ability to relate theory to classroom practice						
Presentation of activities or lessons						
Creativity						
Completes assignments						
Ability to take criticism and directions						
Rapport with adults (teachers/parents)						
Student helps when asked						

	A	B	C	F	N/A	COMMENTS
How would you rate this student's potential for a career in teaching young children?						

Additional comments - Supervising teacher (or Director)
(Include suggested grade (i.e. A, A-, B+, B, B-, etc.)

Total # of student hours _____

Signature of Supervising Teacher _____ Date _____

Signature of Student _____ Date _____

ENGINEERING TECHNOLOGIES

Team Members

Yavus Birturk, Ulster County Community College
James Brazee, Dutchess Community College
Nicole Hannburgh, Rockland Community College
Arthur Meier, Rockland Community College
Michael Otis, Orange County Community College
Ronald Payson, Columbia-Greene Community College
John Sarrubbo, Westchester Community College
Leonard Spina, Westchester Community College, TEAM LEADER

Summary of Team Achievements

Assessing outcomes is commonplace in most technologies because of the nature of the programs with their many lab courses that both reinforce classroom theory and measure the student's ability to perform tasks as they relate to the technology. The close contact between departments and their advisory boards provides guidance and input about program content as it relates to industry and technology needs. Also, feedback about student performance and progress in the field is exchanged with advisory boards. Accreditation agencies (ABET, SAE, SME and others) establish program standards or offer evaluation examinations. Current programs may also be assessed with employer and student surveys, use of a capping exam or portfolio, perhaps use of standardized aptitude tests or proficiency exams in pre and post-test applications, and portfolios of drawings, lab reports and designs compiled by students.

Materials Developed

A. Test of Basic Proficiencies (sample included)

B. Employer Follow-up Survey (sample included)

C. Student Follow-up Survey (sample included)

Recommended Outcomes Assessment Strategies

A. Assessment of basic competencies in engineering drawing and basic electricity which are considered common to the technologies

B. Use accreditation agency data and standards

C. Follow-up surveys to students/graduates and employers

WESTCHESTER COMMUNITY COLLEGE
PROFICIENCY EXAM ITEMS - ENGINEERING DRAWING I

READ INSTRUCTIONS CAREFULLY AND FOLLOW THEM

1. On the cover sheet print the information requested. All printing is to be done in pencil and should be 1/8" high. (Use guidelines) You will be graded for this sheet.

2. Mark each sheet on the bottom with a number, beginning with #1 and ending with #8. Also put your name on each sheet when you have completed it. PRINT NAME

3. Sheet #1 and #2, use of scales. Place the correct answer in the space provided.

4. Sheet #3, surface identification. Place the number that describes the surface, from the correct view, in the table at the bottom of the page.

5. Sheet #4, orthographic projection. Project the missing view in the space provided.

6. Sheet #5, dimensioning and orthographic. Select one if the four problems. Measure the figure presented and then draw the orthographic view of it on the back of sheet #4. When you have laid out the three views, in their correct order, then dimension them.

7. Sheet #6, isometric views. Draw the isometric view of each of the problems, as indicated on the grid.

8. Sheet #7, oblique view. Select one of the two problems. Draw the oblique view on the back of sheet #6.

9. Sheet #8, section view. Indicate on section view A-A what will be seen in a preferred section.

10. Check your work. You will only be graded on what you have completed.

NAME: _____

SS #: _____

ORANGE
COUNTY
COMMUNITY
COLLEGE

115 SOUTH STREET, MIDDLETOWN, NY 10940 (914) 343-1121

Dear Employer:

I need your help. Would you be willing to take a few minutes from your busy schedule to assist the Technology Department in the Physical Sciences Division at Orange in preparing for an upcoming visitation by the Accreditation Board for Engineering and Technology who will be evaluating our Electrical Engineering Technology program? This visitation is designed to help us improve our program so that we might better train students for the challenges of a career in electronic technology. Part of the data we are asked to gather is to be supplied by employers of our former students. We would like to know from your point of view as an employer which areas in our program might be improved. I have enclosed a very general employer survey which is being hand delivered to you by your employee. I assure you that all responses will be held by me in strict confidence. If in responding to the survey you feel that there are relevent areas not covered, please feel free to add any comments you might have. The inclusion of your name and firm is optional.

I thank you in advance most sincerely for your prompt response to our request. The feedback that you provide is invaluable not only for this visitation but in the daily fine tuning of our programs at Orange. We are in your debt.

Thank you sincerely.

Cordially,

Physical Sciences Division

ORANGE COUNTY COMMUNITY COLLEGE
MIDDLETOWN, NEW YORK 10940

ELECTRICAL ENGINEERING TECHNOLOGY

EMPLOYER SURVEY

Please give us your comments on your employee's preparation for his/her position by circling your response.

1. Employee's communication skills

   A. Oral communication:

      1) excellent 2) good 3) adequate 4) poor

   B. Written communication:

      1) excellent 2) good 3) adequate 4) poor

2. Employee's math skills

      1) excellent 2) good 3) adequate 4) poor

3. Employee's knowledge of state-of-the-art technology

      1) excellent 2) good 3) adequate 4) poor

4. Employee's computer training

      1) excellent 2) good 3) adequate 4) poor

COMMENTS/SUGGESTIONS you may have to help us improve our programs.

Company Name and Address: (optional) _____

_____

_____

Contact person: _____

ORANGE COUNTY COMMUNITY COLLEGE
ELECTRONICS PROGRAM - EVALUATION SURVEY

Please circle your response.

1. Are you presently attending college classes?
   a) Yes, in Orange County
   b) Yes, out-of-state
   c) Yes, in New York State
   d) No

2. When did you graduate from OCCC?
   a) 1986 b) 1987 c) 1988 d) 1989

3) Do you have a Bachelor's Degree?
   a) No
   b) Yes, from FDU
   c) Yes, from SUNY Buffalo
   d) Yes from out-of-state
   e) Yes, from RIT
   f) Yes, from SUNY Binghamton
   g) Yes, from another NYS college

4) Are your satifactorily employed?
   a) Not employed at all
   b) Yes, and in my field
   c) Yes, but not in my field
   d) No, but in my field
   e) No, not in my field
   f) No, but planning a transfer within the company
   g) No, and am planning to leave my position

THE RESPONSES BELOW SHOULD BE ON THE BASIS THAT 70% OR MORE OF THE COURSE MATERIAL OR LABORATORY EXPERIENCES WERE INVOLVED.

ELECTRICITY I (DC CIRCUITS) (3-3-4)

5) Lecture content
   a) excellent b) good c) fair d) poor

6) Lab experiences
   a) excellent b) good c) fair d) poor

ELECTRICITY II (AC CIRCUITS) (3-3-4)

7) Lecture content
   a) excellent b) good c) fair d) poor

8) Lab experiences
   a) excellent b) good c) fair d) poor

BASIC PROGRAMMING

9) Lecture content
   a) excellent b) good c) fair d) poor

10) Lab experiences
   a) excellent b) good c) fair d) poor

APPLICATIONS PROGRAMMING (1-2-2)

11) Lecture content
   a) excellent b) good c) fair d) poor

12) Lab experiences
a) excellent b) good c) fair d) poor

TECHNICAL DRAWING I (0-3-1)

13) Lecture content
a) excellent b) good c) fair d) poor

14) Lab experiences
a) excellent b) good c) fair d) poor

APPLIED PHYSICS I (2-2-3)

15) Lecture content
a) excellent b) good c) fair d) poor

16) Lab experiences
a) excellent b) good c) fair d) poor

APPLIED PHYSICS II (2-2-3)

17) Lecture content
a) excellent b) good c) fair d) poor

18) Lab experiences
a) excellent b) good c) fair d) poor

DIGITAL ELECTRONICS I (2-2-3)

19) Lecture content
a) excellent b) good c) fair d) poor

20) Lab experiences
a) excellent b) good c) fair d) poor

DIGITAL ELECTRONICS II (3-3-4)

21) Lecture content
a) excellent b) good c) fair d) poor

22) Lab experiences
a) excellent b) good c) fair d) poor

ELECTRONICS I (3-3-4)

23) Lecture content
a) excellent b) good c) fair d) poor

24) Lab experiences
a) excellent b) good c) fair d) poor

ELECTRONICS II (3-3-4)

25) Lecture content
a) excellent b) good c) fair d) poor

26) Lab experiences
a) excellent b) good c) fair d) poor

ELECTRONIC DESIGN I (3-3-4)

27) Lecture content
a) excellent b) good c) fair d) poor

28) Lab experiences
a) excellent b) good c) fair d) poor

RESEARCH PROJECT IN ELECTRONICS (0-2-1)

29) Lecture content
a) excellent b) good c) fair d) poor

30) Lab experiences
a) excellent b) good c) fair d) poor

INSTRUMENTATION AND CONTROLS (2-2-3)

31) Lecture content
a) excellent b) good c) fair d) poor

32) Lab experiences
a) excellent b) good c) fair d) poor

MICROPROCESSORS (3-3-4)

33) Lecture content
a) excellent b) good c) fair d) poor

34) Lab experiences
a) excellent b) good c) fair d) poor

THE PREREQUSISITE FOR TECH MATH I IS TWO YEARS OF HIGH SCHOOL PREPARATORY MATH.

35) Do you feel your background was sufficient to do well in Tech Math I?
a) Yes b) No

36) Was Tech Math I a sufficient background for DC circuits and Tech Math II?
a) yes, for both c) yes for DC, not for TM
b) no for DC, yes for TM-II d) No for both

37) Was Tech Math II a sufficient background for AC circuits and Tech Math III?

38) Was Tech Math III sufficient in transferring to other colleges?
a) I did not transfer b) Yes c) No

LIBERAL ARTS COURSES: ONE OF THE OBJECTIVES OF THESE COURSES IS TO HAVE TO DISCOVER THE IMPORTANCE AND DIVERSITY OF VALUES, TO EVALUATE, AND ULTIMATELY TO RESOLVE PROBLEMS OF AN ETHICAL NATURE, AS WELL AS TO THINK MORE CRITICALLY AND COMMUNICATE MORE EFFECTIVELY WITH YOUR FELLOW HUMAN BEINGS.

39) Does your work require oral and/or written reports?
a) No c) Mostly oral
b) Mostly written d) About the same for each

40) Do you feel that our English courses have helped you to communicate your thoughts and ideas more effectively?
a) No
b) Yes, to some degree
c) Yes, to a great degree
d) Yes, but very little

41) Do you feel that the addition of technical writing and reporting course to our curriculum is of value?
a) Yes, by all means
b) Probably
c) Perhaps
d) Not at all

42) Your first Social Science elective was:
a) Economics (21---)
b) Geography (21---)
c) History (23---)
d) Government (24---)
e) Psychology (25---)
f) Sociology (26---)

43) Your second Social Science elective was:
a) Economics
b) Geography
c) History
d) Government
e) Psychology
f) Sociology

44) What other Social Science courses did you take?
a) Economics
b) Geography
c) History
d) Government
e) Psychology
f) Sociology

45) Which Social Scioence courses did you enjoy the most?
a) My response to Question #42
b) My response to Question #43
c) My response to Question #43
d) I disliked all of them
e) I enjoyed all of them

46) Do you feel that your Social Science courses have helped you in any way?
a) Yes, to a great extent
b) Yes
c) Yes, in a small way
d) Not at all

47) Physical Education is mandatory. What change, if any would you like to see?
a) Increase the requirement
b) Decrease the requirement
c) Leave as is
d) Drop it completely

48) The Physical Education Department schedules a series of 1/2 credit courses. Do you favor this scheduling over the 1 credit courses?
a) Yes
b) No

Your Name and Address

_____

_____

_____

Your Company Name and Address

_____

_____

_____

Give your job title or a brief description of your work and your starting and present salaries (optional)

_____

_____

FOODS/HOSPITALITY

Team Members

Ron Bernthal, Sullivan County Community College
Claire Cohen, Westchester Community College
Edmund Nadeau, Sullivan County Community College, TEAM LEADER
Daryl Nosek, Westchester Community College
Richard Vobroucek, Rockland Community College

Summary of Team Achievements

Building on work already underway at Sullivan County Community College, the team focused their efforts on developing and piloting assessment instruments that could be used with first semester students for information about knowledges and competencies students are bringing to core subject courses. The exams can also be used later in the program after specified courses have been taken to calculate gain scores.

The capping course and portfolio concepts are currently under development, and will become part of assessment in the near future.

Recommended Outcomes Assessment Strategies

A. Pre-Post Assessment of Student Competencies

B. Capping Course and Portfolio

Materials Developed

A. Student Assessment Exam in Hospitality and Management (included)

B. Student Assessment Exam in Travel and Tourism (included)

SAMPLE

Student Assessment Examination

Hospitality and Management

DEVELOPED BY:

Claire Cohen, Westchester Community College
Daryl Nosek, Westchester Community College
Richard Vobroucek, Rockland Community College
Edmund Nadeau, Sullivan County Community College, TEAM LEADER

STUDENT ASSESSMENT TEST - 100 POINTS

NAME: _____

SS#: _____

CURRICULUM: _____

ADVISOR: _____

A. GENERAL HOSPITALITY AND MANAGEMENT AREAS

TRUE AND FALSE QUESTIONS:

_____ 1. The full-service restaurant offers menu variety, table service and prepares food on premise.

_____ 2. Fast food is generally not nutritional.

_____ 3. Employment trends in the hospitality industry indicate management will be the fastest growing need.

_____ 4. Demand growth for food service is based on factors related to working wives, educational attainment, and rising income.

_____ 5. Convenience food systems reduce food costs.

_____ 6. Over booking is a response to the problem of no shows.

_____ 7. City ledger refers to the accounts of guests registered in the establishment.

_____ 8. There is no distinction between management and supervision.

_____ 9. The break-even-point indicates how much sales are needed to cover variable costs.

_____ 10. Span of control refers to the number of people one person can supervise.

_____ 11. Training is appropriate for new employees because it helps reduce turnover rate.

_____ 12. Reference checks need be run only on applicants for executive positions.

_____ 13. The major goals of management are planning, organizing and controlling.

_____ 14. A budget can be thought of as both a goal and a standard.

_____ 15. The traditional concept of management is behavioral in nature.

_____ 16. Ideally, for control purposes, the person who purchases food would also receive it and put it in storage.

_____ 17. A market survey defines the characteristics of an area to help determine what type of operation will serve it best.

_____ 18. The two overriding factors in a hospitality financial feasibility study are (1) whether profits justify the necessary investment and (2) provide the best return.

_____ 19. Liquidity means having enough funds to pay debts as they become due.

_____ 20. Solvency is having more liabilities than assets.

_____ 21. The usual way of analyzing restaurant costs is to consider them as a percentage of sales.

_____ 22. A corporation is an artificial entity created by law and owned by shareholders.

_____ 23. Food, beverage, and labor costs are the predominant expenditures in a P & L statement.

_____ 24. There is a point when both the union leadership and the management of an operation usually work together to ratify a contract.

_____ 25. A commercial food service facility is profit oriented.

_____ 26. Marketing begins with a feasibility study.

_____ 27. Management by objectives is not effective supervisory technique.

_____ 28. A management objective should be written in measurable terms.

GENERAL HOSPITALITY AND MANAGEMENT AREA CONTINUED:

_____ 29. Budgets are numerical estimates of future operating results.

_____ 30. Encouragement, praise and recognition are strong motivators for all employees.

_____ 31. Demographic variables use objective variables such as age, sex, family size and occupation.

_____ 32. Three main skills that all supervisors require are technical, human and conceptual.

B. DINING ROOM QUESTIONS:

_____ 33. In American style service all food items are served from the right, all beverages from the left and clearing of dirty dishes from the right side of the customer.

_____ 34. French service is characterized by all servicing being done from the customer's right side.

_____ 35. In Russian style service, food is brought into the dining room on a silver tray, and then presented and served to the customer's plate with a fork and spoon.

_____ 36. A "cover" is a customer's place setting.

_____ 37. The lay plate is removed after the salad course is finished.

_____ 38. Par stock is a basic inventory amount.

_____ 39. Good grooming, courtesy and prompt, correct customer service are the most important requirements for good dining room service.

C. BAKING QUESTIONS:

_____ 40. Flour is derived from the bran of the wheat berry.

_____ 41. High gluten flour is used primarily in the preparation of cakes.

_____ 42. There are 42 ounces of liquid in one quart.

C. BAKING QUESTIONS CONTINUED:

_____ 43. A proof box is a sealed cabinet where temperature and humidity can activate the yeast in the bread and roll doughs.

_____ 44. The chemical leavening in bread doughs is baking powder.

_____ 45. Food manufacturers often "hydrogenate" or add hydrogen to vegetable oils to make them more solid.

_____ 46. To get a crusty hard roll, you need steam.

_____ 47. The leavening in choux paste is steam.

_____ 48. Durum flour is primarily used for pasta products.

_____ 49. Salt governs and controls the growth of yeast.

_____ 50. The flakiness of danish dough products is achieved by the proper rolling and folding process of shortening and dough.

_____ 51. Chocolate eclairs are made from puff pastry dough.

_____ 52. The proper way to melt chocolate is in a double broiler.

_____ 53. A properly finished danish dough has many layers.

_____ 54. Yeast is an enzyme.

D. FOOD PREPARATION AND PURCHASING QUESTIONS:

_____ 55. To marinate is to soak a food in a flavorful liquid to tenderize, add flavor, color and shelf life to the product.

_____ 56. To bread a product is to coat it with flour, dip in egg wash, then in a dry crumb mixture.

_____ 57. To garnish is to add a small, brightly colored edible product to a finished dish to create an eye appeal.

_____ 58. To thicken with cornstarch, you first mix it with boiling water.

_____ 59. Roux is made with a 5-1 ratio that is cooked together no less than 3 minutes.

_____ 60. Spices are the leaves of edible plants used to season foods.

_____ 61. A hollandaise sauce is made from veal, chicken or fish stock.

_____ 62. A mother sauce is any basic sauce from which other sauces are made.

_____ 63. A veloute sauce uses a mixture of milk and cream as the body ingredient.

_____ 64. 35 - 150 degrees is the danger zone temperature for the rapid bacteria growth in foods.

_____ 65. Mis en place refers to having everything set up for production.

_____ 66. Cottage cheese is an example of a soft cheese.

_____ 67. Anthocyanin is the color pigment in yellow vegetables.

_____ 68. Chlorophyll is the color pigment in green vegetables.

_____ 69. When baking, mashing or french frying potatoes, it is best to select a moist type potato.

_____ 70. El dente is a term applied to the texture of a cooked product that is tender yet still firm to the bite.

_____ 71. When cooking pasta products, a ratio of two parts boiling water to one part pasta is used.

_____ 72. Gelatinization is the process by which a starch in a liquid, when heated, absorbs liquid, swells and thickening takes place.

_____ 73. A bite-size finger food consisting of a base, topping and garnish is a canape.

_____ 74. In the preparation of a hollandaise sauce, eggs are used as a binding agent.

_____ 75. Specks of fat within the lean muscles of meat is called marbling.

_____ 76. Federal inspection of meat guarantees grading standards.

_____ 77. The connective tissues in meat called tendons do NOT dissolve in cooking.

_____ 78. Poultry is always cooked well done.

_____ 79. The forequarter and hindquarter of a beef carcass is divided between the 12th and 13th rib.

_____ 80. Veal cutlets are cut form the leg of veal.

_____ 81. Bacon comes from the wholesale cut of pork called the tenderloin.

_____ 82. The fat content of fish will determine the best cooking procedure.

_____ 83. Characteristics of fresh fish are bright bulging eyes, shiny scales, red gills, firm flesh and a fresh smell.

_____ 84. Cross section slices of the larger sized dressed fish are called boneless fillets.

_____ 85. A lobster is classified as a crustacean.

_____ 86. Scallops are marketed most often shucked.

E. FOOD SERVICE/SANITATION QUESTIONS:

87. The term SANITARY refers to the absence of:

a. all micro-organisms.
b. soil or dirt.
c. unhealthy substances or conditions.

88. "Cleanability" refers to those aspects of sanitation in a foodservice facility that:

a. are constructed so as to permit effective soil removal.
b. can be scheduled for cleaning on a part-time rather than a full-time basis.
c. should be assigned to cleaning specialists.

E. FOODSERVICE/SANITATION QUESTIONS CONTINUED:

89. Lowering the temperature to freezing or below causes most bacteria to:

    a. increase in number rapidly.
    b. stop multiplying.
    c. die off and eventually disappear.

90. Which of the following is the correct definition of water pollution?

    a. It is the presence of substances such as bacteria that affect the safety of the water.
    b. It is the presence of chemical solutions such as detergents that affect the safety of the water.
    c. It is the presence of substances not a part of the normal supply that may affect the quality, odor, and taste of the water.

91. To travel from one item of food to another, bacteria usually must:

    a. be transported by a carrier.
    b. use their own locomotive power.
    c. multiply and spread by colonization.

92. How often should a foodhandler wash his or her hands?

    a. once each hour.
    b. before beginning work and after each rest break.
    c. after every possibility of contamination.

E. MATH QUESTIONS: BASIC/COMPLEX

Add the following figures

93.
$468.29
549.32
376.51
+ 225.25
152.46

Subtract the following figures

94.
$121,002.02
- 73,624.05

95. A restaurant orders 28 beef rounds. Each round must average 45 pounds. How many pounds are ordered?

96. A pastry show receives 80 tins of frozen cherries. Each tin weighs 30 pounds. How many pounds are ordered?

97. Find the sum in the following addition problem. Simplify the answer to the lowest terms.

1/16
+ 1/8

SOLVE THE FOLLOWING PROBLEMS:

98. A 550 pound side of beef is ordered. The chuck cut weighs 38 pounds and the round cut weighs 48 pounds. What percent of the side is the chuck? What percent is the round?

99. Mr. Hayes purchased four new slicing machines at $485.00 each. For buying in quantity, he is given a 4 1/2 percent discount on the total bill. What is the amount he paid?

100. If a restaurant's gross receipts for one week are $6,580.00 and 34 percent of that amount is for labor, 39 percent for food cost, and 12 percent for miscellaneous items, how much is profit?

100. Find the cost of a 3 1/2 ounce serving of mixed vegetables if the following items are used:

a) 2 1/2 pound box of frozen peas @ $.36/pound.

b) 5 pound box of frozen lima beans @ $.38/pound.

c) 2 1/2 pound box of frozen carrots @ $.32/pound.

d) 2 1/2 pound box of frozen corn @ $.30/pound.

101. How many orders of swedish meatballs can be obtained from 38 pounds of ground pork and veal, if each meatball weighs 1 1/2 ounces and 5 meatballs are served with each order.

102. A 50-pound round roast costs $62.50; 5 pounds are lost through trimming and 5 pounds through shrinkage when it is roasted. How much does one pound of cooked meat cost?

103. Find the amount of tip for the following bill if the tip equals 15% of the bill:

$35.60

Find the cost of food sold and the monthly food cost percent:

104. 1)

Sales	$2,000.00
Inventory at Beginning of Month	150.00
Purchases for month	650.00
Final Inventory	200.00
Cost of Food Sold	_____
Monthly Food Cost Percent	_____%

G. ESSAY - GENERAL KNOWLEDGE: 10 POINTS

In a well constructed short paragraph, explain why you chose the hospitality industry as your career choice.

SAMPLE

Student Assessment Examination

Travel and Tourism

DEVELOPED BY:

Claire Cohen, Westchester Community College
Daryl Nosek, Westchester Community College
Richard Vobroucek, Rockland Community College
Ron Bernthal, Sullivan County Community College
Edmund Nadeau, Sullivan County Community College, TEAM LEADER

STUDENT ASSESSMENT TEST - 100 POINTS

NAME: _____

CURRICULUM: _____

ADVISOR: _____

A: GENERAL TOURISM - AGENCY OPERATIONS

TRUE AND FALSE QUESTIONS:

1. There are approx. 35,000 travel agencies in the U.S.	T	F
2. Travel agents earn approx. 25% commission on sales	T	F
3. Travel agent inventory is an intangible	T	F
4. Cruise ship cabins located forward or aft are more expensive than cabins amidships	T	F
5. A chain cannot operate a hotel unless it is the owner	T	F
6. The letters MAP in a hotel guide means the hotel serves three meals a day	T	F
7. Metroliners provide luxurious, long-distance rail service Chicago and New York	T	F
8. AMTRAK was created in 1980	T	F
9. The TGV is a Japanese bullet train	T	F
10. The FAA is responsible for aviation safety	T	F
11. Hub & Spoke is a name for airline route systems	T	F
12. Deregulation pertains to the railroad industry	T	F
13. The DC-3 was the first successful jet transport	T	F
14. The B-747 was the first jumbo jet	T	F
15. The Spirit of St. Louis flew New York to Paris in 1907	T	F

16.Atlanta is Delta's hub city T F

17.Dixie Clippers are new supersonic jets T F

18.The initials IATA refers to a travel agency club T F

19.Trailways is the largest US motorcoach company T F

20.CDW refers to the auto rental industry T F

B: GENERAL TOURISM - CORPORATE TRAVEL

21.An STP hinders agency operations T F

22.Incentive travel is a money loser for agencies T F

23.Corporate travel managers earn an average of $42,000 per year T F

24.Classroom set-ups refer to incentive groups T F

25.Site inspections are necessary chores for the good travel manager T F

26.A corporate meeting should be planned at least 18-24 months ahead of time T F

27.Rebates rarely play a part in corporate travel T F

28.The New York Mets is one example of a corporate travel entity T F

29.The New York Philharmonic is one example of a corporate travel entity T F

30.Corporate travel agencies can also sell cruises and vacation travel T F

B: TOURISM GEOGRAPHY

FILL IN CORRECT ANSWERS

31.The capital of Alaska is _____

32.Arkansas _____

33.Alabama _____

34.North Dakota _____

35. South Dakota _____

36. West Virginia _____

37. Kentucky _____

38. Maine _____

39. Ohio _____

40. Texas _____

41. The capital city of France is _____

42. Swweden _____

43. Switzerland _____

44. Spain _____

45. Peoples Republic of China _____

46. Cuba _____

47. Thailand _____

48. South Africa _____

49. Nicaragua _____

50. India _____

TRUE AND FALSE QUESTIONS:

51. The United States is larger than Australia	T	F
52. Canada is the second largest country in the world	T	F
53. The most populous country in the world is India	T	F
54. Thailand is further east than Japan	T	F
55. Egypt is further south than Angola	T	F
56. The equator passes through the Red Sea	T	F
57. Travelers to France can ski down the slopes of the Himalayas	T	F

58. Divers to the Cayman Islands must go through

the Barrier Reef	T	F
59. Ayers Rock is in Arizona	T	F
60. The Acropolis is in Italy	T	F
61. The Great Wall of China is 4,000 miles long	T	F
62. The Grand Canyon is in southern New Mexico	T	F
63. Yosemite and Yellowstone are large state parks in California	T	F
64. Sun Valley and Aspen are Colorado ski resorts	T	F
65. Hawaii is about 3 hours flying time from Miami	T	F

C: AIRLINE COMPUTER RESERVATIONS

66. Only American Airline flights can be booked through SABRE	T	F
67. Hotel rooms can easily be sold through the SABRE system	T	F
68. A PNR is a signal to delete the record	T	F
69. The airport code for Orlando is MCO	T	F
70. The airport code for Kansas City is MCO	T	F
71. The airport code for Newark is EWR	T	F
72. The airport code for Erie, PA is EWR	T	F
73. The code ORD is for Chicago	T	F
74. In SABRE, an OSI message is used for ordering special meals	T	F
75. In SABRE, the entry for obtaining a fare is WP	T	F

D: TOURISM SALES & MARKETING

76. Trans-Atlantic air travel is considered a sellers market	T	F
77. Maslow's hierarchy deals with market rates for tourism stocks	T	F

78. Publicity and advertising are two very different entities T F

79. Intrusive advertising is not TV advertising T F

80. Identifying needs is a simple marketing task T F

81. The term "cost per thousand" deals with TV ads T F

82. "Dual distribution" in the travel industry does not exist anymore T F

83. Using a certain logo can help foster image T F

84. The "Four P's" refer to hotel sales T F

85. The Cincinnati CVB is a local tourism bank T F

E: COSTING THE TOUR PROGRAM

86. Find the per person selling price:
Airfare $500
Hotel/7 nights $80 per room
Profit 20%
Promotion $20 per person

87. Find the per person cost for sightseeing as below:
Museum admission $300 for group
Motorcoach with driver & guide $2000 for group
Group size is 25 persons _____

88. If group size is 50 persons, and promotion cost is $500, what is per person promotion cost _____

89. What is meal cost at 5 dinners @$35, 4 lunches @$23 and 4 breakfasts @$13. _____

90. Most tour operators add 15-20% profit on tours T F

E: GENERAL ESSAY QUESTION

There has been much talk recently about "green" tourism, where tourists are environmentally and socially more aware of their surroundings when traveling in unfamiliar areas. Please explain what is meant by "green" tourism, and how this may affect tourist destinations in the future.

HUMAN SERVICES

Team Members

Patricia Bell-Eisenhardt, Orange County Community College
Mary Lou Della Guardia, Dutchess Community College
Thomas Gerry, Columbia-Greene Community College, TEAM LEADER
Pauline Herman, Westchester Community College
Anne Lavelle, Sullivan County Community College

Summary of Team Achievements

The commonality across all programs within Human Services was identified as the existence of fieldwork practicums, and that courses were in part directed at developing skills and knowledge areas that should be observable during field experiences. After compilation of comprehensive listing of skills/knowledges, each program can reference appropriate items to respective objectives. Pilot testing of individual versions should yield data and information to help assess program quality and to refine elements used in the local instrument. Agency personnel and advisory groups should provide continual review and development of the assessment undertaken.

Materials Developed

Listing of observable skills and knowledges in Human Services practicums (included)

Sample of selecting skills/knowledges consistent with local course objectives

Recommended Outcomes Assessment Strategies

A. Identify local program objectives and reference them to assessment instrument

B. Fieldwork/Practicum Assessment of Student Competencies

C. Job Placement Information, Graduate Self-Report

D. Program Retention Data

E. Employer Report/Follow-up or Transfer Standing Information

Listing of Human Services Practicum Skills/Knowledges

Work Related (Clients)	EX	G	S	NI	UN	NA*	Additional Comments
Initiative							
Follows directives							
Supervisory competency							
Uses language which reflects ethnic neutrality							
Demonstrates an understanding of client needs							
Adapts to change							
Accepts responsibilities							
Demonstrated time management skills							
Meets deadlines on time							
Demonstrates dependability							
Demonstrates honesty							
Can communicate with clients at their level							
Maintains accurate records							
Attendance and punctuality							
Demonstrates ease when working with clients							
Engages in reflective communication							
Can restate the communication/messages of clients to provide clearer understanding							
Demonstrates leadership abilities in group functions							
Maintains control during meetings with client(s)							
Maintains composure in a crisis or confrontational event							
Demonstrates observational skills							
Demonstrates clear writing skills							
Uses non-stereotype language							

*EX=excellent, G=good, S=satisfactory, NI=not indicated, UN=unsatisfactory, NA=not applicable

	EX	G	S	NI	UN	NA*	Additional Comm
Understands/recognizes the needs of individual clients including any special problems (physical, psycho-social)							
Allows clients to express themselves							
Shows patience and understanding when working with children							
Has ability to perform without constant supervision							
Degree of maturity							
Displays confidence							
Demonstrates good sense of judgment - common sense							
Shows confidence in work with others							
Recognizes individual's potential to change							
Enables individuals to make choices							

Individual's Characteristics (General)

	EX	G	S	NI	UN	NA*	Additional Comments
Enthusiasm							
Demonstrated time management skills							
Personal appearance appropriate to the agency environment							
Dresses appropriately							
Degree of maturity							

Staff Related	EX	G	S	NI	UN	NA*	Additional Comments
Cooperative with staff							
Follows directives							
Reactions to criticism from supervisor							
Adapts to change							
Accepts responsibilities							
Meets deadlines on time							
Demonstrates dependability							
Demonstrates honesty							
Maintains accurate records							
Attendance and punctuality							
Maintains professional working relationships with agency personnel							
Engages in reflective communication							
Demonstrates leadership abilities in group functions							
Maintains control during meetings with client(s)							
Maintains composure in a crisis or confrontational event							
Demonstrates observational skills							
Demonstrates clear writing skills							
Uses non-stereotype language							
Serves as an appropriate role model for clients and other students							
Is able to listen and understand the feelings, attitudes and values, cultures of others							
Demonstrates intervention skills when appropriate interruption, substitution, and invention of behavior							
Demonstrates planning programs for clients							

	EX	G	S	NI	UN	NA*	Additional Comment
Ability to function in a group							
Demonstrates willingness to learn							
Understands/recognizes the needs of individual clients including any special problems (physical, psycho-social)							
Independence - ability to perform without constant supervision							
Degree of maturity							
Displays confidence							
Demonstrates good sense of judgment - common sense							
Shows confidence in work with others							
Accepts constructive feedback							
Prepares for and appropriately uses supervision							
Attends and shares in agency, staff and team meetings in appropriate manner							
Completes assigned tasks in a timely manner							
Maintains case workload							
Asks for assistance when necessary							
Demonstrates advocacy skills							
Respects the dignity of the individual							
Performs well on the agency team							
Adheres to the ethical principles of the profession and agency							
Maintains a sense of humor							
Notifies agency of upcoming absence(s) and lateness							

Agency Issues	EX	G	S	NI	UN	NA*	Additional Comme
Articulation of agency policies							
Articulation of agency procedures							
Maintains confidentiality							
Personal appearance appropriate to the agency environment							
Maintains accurate records							
Attendance and punctuality							
Articulates the goals and functions of the agency							
Maintains professional working relationships with agency personnel							
Demonstrates advocacy skills							
Performs well on the agency team							
Adheres to the ethical principles of the profession and agency							
Notifies agency of upcoming absence(s) and lateness							
Dresses appropriately							
Ability to function in a group							
Demonstrates willingness to learn							
Independence - ability to perform without constant supervision							
Degree of maturity							
Displays confidence							
Demonstrates good sense of judgment - common sense							
Shows confidence in work with others							
Reactions to criticism from instructor							
Adapts to change							

	EX	G	S	NI	UN	NA*	Additional Comme:
Demonstrated time management skills							
Meets deadlines on time							
Demonstrates dependability							
Demonstrates honesty							
Maintains accurate records							
Attendance and punctuality							
Demonstrates clear writing skills							
Uses non-stereotype language							
Serves as an appropriate role model for clients and other students							
Is able to listen and understand the feelings, attitudes and values, cultures of others							
Demonstrates intervention skills when appropriate							
Completes assigned tasks in a timely manner							
Maintains case workload							
Asks for assistance when necessary							
Demonstrates advocacy skills							
Respects the dignity of the individual							
Maintains a sense of humor							
Notifies agency of upcoming absence(s) and lateness							
Ability to function in a group							
Demonstrates willingness to learn							
Understands/recognizes the needs of individual clients including any special problems (physical, psycho-social)							
Independence - ability to perform without constant supervision							
Degree of maturity							
Displays confidence							
Demonstrates good sense of judgment - common sense							
Shows confidence in work with others							

	EX	G	S	NI	UN	NA*	Additional Comme
Serves as an appropriate role model for clients and other students							
Demonstrates principles of applied behavior modification							
Demonstrates basic empathetic understanding skills							
Is able to listen and understand the feelings, attitudes and values, cultures of others							
Demonstrates intervention skills when appropriate interruption, substitution, and invention of behavior							
Demonstrates planning programs for clients							
Completes assigned tasks in a timely manner							
Maintains case workload							
Asks for assistance when necessary							
Demonstrates advocacy skills							
Respects the dignity of the individual							
Adheres to the ethical principles of the profession and agency							
Interacts in a positive manner with different aged clients							
Interacts in a positive manner with clients of different ethnic backgrounds							
Interacts in a positive manner with clients having a different value and lifestyle orientation							
Provides feedback to clients for the benefit of the client not for self							
Maintains eye contact with client							
Maintains a sense of humor							
Ability to function in a group							
Demonstrates willingness to learn							
Displays confidence							
Demonstrates good sense of judgment - common sense							
Shows confidence in work with others							

Provided by Pauline Herman
Westchester Community College
Human Services Department
STUDENT FIELD PLACEMENT

STUDENT NAME
SOCIAL SECURITY NUMBER
SEMESTER
PROFESSOR
AGENCY
AGENCY SUPERVISOR
LEAVE BLANK FOR GRADE

EVALUATION FORM: METHODS IN HELPING PROCESS AND FIELD WORK II

*****This form must be signed by both student and supervisor*****

INDIVIDUAL CHARACTERISTICS:	EX	G	S	UN	NA*
Enthusiasm					
Initiative					
Adapts to change					
Demonstrates dependability					
Accepts responsibility					
Personal appearance appropriate to agency environment					
Follows directives					
Attendance and punctuality					
Maintains a sense of humor					
Demonstrates honesty					
SKILL DEVELOPMENT:					
Engages in reflective communication					
Demonstrates an ability to restate the communication/message of individuals to provide clearer understanding					
Maintains good eye contact					
Demonstrates observational skills					
Demonstrates clear writing skills					
Demonstrates an ability to be objective					
Maintains confidentiality					

*EX=excellent, G=good, S=satisfactory, UN=unsatisfactory, NA=not applicable

SKILL DEVELOPMENT (CONTD.)	EX	G	S	UN	NA*
Demonstrates empathetic understanding skills					
Demonstrates intervention skills when appropriate					
Respects the dignity of the individual					
Completes tasks in a timely manner					
Demonstrates advocacy skills when appropriate					
Maintains accurate records					
Maintains composure in crisis or confrontational events					
RELATIONSHIP WITH CLIENT/STUDENT:					
Demonstrates an understanding of an individual's needs					
Communicates with individuals at their level of understanding					
Demonstrates ease when working with individuals					
Maintains control during meetings with clients					
Has the ability to listen and understand the feelings, attitudes, and values of others					
Interacts in a positive and appropriate manner with different age groups					
Provides feedback to clients for the benefit of the client and not for self					
Demonstrates acceptance of clients					
Recognizes the individual's potential to change					
Enables individuals to make choices					

*EX=excellent, G=good, S=satisfactory, UN=unsatisfactory, NA=not applicable

METHODS IN HELPING PROCESS

STAFF MEMBER ROLE	EX	G	S	UN	NA*
Cooperates with staff					
Prepares for and appropriately uses supervision					
Performs well as a member of the agency team					
Asks for assistance when necessary					
Adheres to the ethical principles of the profession and agency					
Maintains professional working relationship with agency personnel					
Accepts constructive feedback					
Attends and shares in agency, staff, and team meetings in an appropriate manner					

Please comment on student's performance: Identify the areas of strenghts, and areas in need of growth.

*EX=excellent, G=good, S=satisfactory, UN=unsatisfactory, NA=not applicable.

Please feel free to enter any other comments that you feel will help us assess the student.

_____

_____

_____

_____

_____

_____

_____

Student comment: This section must be filled in.

_____

_____

_____

_____

Total number of hours student worked_____

Supervisor's initial_____

Evaluation submitted by:_____
Supervisor's signature

_____
Title

Student's signature_____
(This must be signed in the presence of your supervisor)

MATH/COMPUTATIONAL SKILLS IN OCCUPATIONAL EDUCATION

Team Members

Ralph Bertelle, Columbia-Greene Community College
Anita DeFina, Ulster County Community College
Kenneth Hirschel, Orange County Community College
Ann Landry, Dutchess Community College
Robert Ludwig, Rockland Community College
Mary McCarty, Sullivan County Community College, TEAM LEADER

Summary of Team Achievements

After exploring alternatives, the team recommends that faculty of each curriculum determine the desired outcomes and specific competencies within those outcomes essential to the occupational goals of the students. Also the faculty of each curriculum must select the most appropriate assessment procedure for assessing the specific desired mathematical outcomes of the program. Possible assessment procedures include testing, a mathematics course, a checklist of competencies with documentation of the attainment of the skills, and a final project requiring synthesis of competencies with necessary job skills. The mathematics faculty of each institution should be asked to assist in the determination of the desirable outcomes and competencies as well as the creation of appropriate assessment tools.

Materials Developed

Faculty checklist to identify mathematical skills needed by students to function effectively in career program (included)

Recommended Outcomes Assessment Strategies

A. Faculty of each career curriculum identify essential math/computational skills including

1. Critical and Analytic Thinking
2. Computational Skills
3. Calculator Skills
4. Understanding and Interpreting Graphs
5. Data Analysis
6. Measurements
7. Algebra Skills for Problem Solving
8. Geometric Skills for Problem Solving
9. Relations and Functions

B. Math and content faculty then work together to select appropriate assessment procedure(s) for each curriculum/program.

TO: PROGRAM FACULTY/DEPARTMENT CHAIRS

Please indicate the mathematical skills that you regard as being either critical or merely desirable for students in your area to possess, in order to function successfully in their chosen fields of work after graduation. You may wish to use the attached checklist as a guide or, if you prefer, respond in your own words (or both!). Also, please respond to the following questions. Thank you for your cooperation.

- -

1) Would you like to make any suggestions as to the manner(s) in which the outcomes that you have indicated as critical or desirable should be assessed?

2) Should a successful demonstration of certain mathematical skills, beyond earning a passing grade in required course work, be a prerequisite for graduation in your program?

3) Do you believe that the Mathematics Assessment Test that is administered for placement purposes to incoming students should be readministered prior to graduation in order to measure growth or improvement?

4) Additional comments:

Math Skill Identification Listing

Curriculum: _____

Skill	Critical	Desirable
Basic Arithmetic Operations (+ - x /) without calculator		
Whole Numbers		
Fractions (Denominators of 2, 3, 4, 6, 8, or 12)		
Fractions (Any Denominators)		
Decimals		
Percents without calculator		
Basic Arithmetic Operations (+ - x /) with calculator		
Percents with calculator		
Computer spreadsheet		
Uses of powers and roots		
Creating graphs, charts, and tables		
Reading data from graphs, charts, and tables		
Interpreting graphs, charts and tables		
Estimating solutions		
English/Metric measurement		
Lines and angles		
Two dimensional shapes		
Three dimensional shapes		
Ratio and proportions		
Scale drawings		
Signed numbers		
Vectors		
Scientific notation		
Precision, accuracy tolerance		
Quick Computation		
Rounding		
Averaging		
Other Number Bases		
Area/Perimeter		
Volume		
Angle Measurements		
Geometric Concepts		
Pythagorean Theorem		
Square Root		
Exponents		
Negative Numbers		
Set Theory		
Ancient Numeration		
Algebra		
Concept of variable		
Solving equation for variable		
Algebraic manipulations such as factoring		
Use of formulas		
Applications of linear equations		

Skill	Critical	Desirable
Applications of non-linear equations		
Graphing linear equations		
Graphing non-linear equations		
Systems of equations		
Polynomials (Operations)		
Factoring Polynomials		
Rational Expressions		
Coordinate Graphing		
Systems of Equations		
Simplifying Radicals		
Quadratic Equations		
Generating statistics		
Interpreting statistics		
Right triangle relationships		
Trigonometric functions		
Trig. Identities, etc.		
Complex Numbers		
2nd Deg. Eq./2 Variables		
Systems in 3 Variables		
Working with probabilities		
Problem solving		
Time computation (CM)		
Read spreadsheet (EC)		
Geometry		
Introduction, Deduction, Logic		
Angles/Perpendiculars		
Parallel Lines/Planes		
Congruent Triangles		
Similar Polygons		
Circles		
Constructions/Loci		
Distance in Plane		
Transformations		

OFFICE TECHNOLOGIES

Team Members

Anita Broast, Columbia-Greene Community College
Roni Freer, Orange County Community College
Carolyn Lampack, Dutchess Community College
James Loricchio, Ulster County Community College
Zita Zelazny, Westchester Community College, TEAM LEADER

Summary of Team Achievements

Since the field of office technologies is a very broad one that encompasses a wide range of skills and job responsibilities, many students drop out, or stop out, before graduating from a program and find jobs utilizing the skills developed in office technologies courses; others transfer or leave for other reasons. The team sought to capture data on these students as well as those graduating.

A student satisfaction advisement assessment form will help track and evaluate the progress of students enrolled in our curriculum, help develop a student profile, and intercept problems before they develop.

Most office technologies programs already include a capstone course or experience in either an Office Procedures Course, Office Services Seminar or Cooperative Work Experience Program. These courses should be reviewed and if necessary adjusted to reflect changes and new technologies.

Materials Developed

Student Survey (earning 9+ credit hours) (included)
Employer Questionnaire (included)
Student Satisfaction Advisement Assessment Form (included)

Recommended Outcomes Assessment Strategies

A. Follow-up of Graduates and Students who Earned a Minimum of Nine Credits in Office Technologies

B. Employer Follow-up Report

C. Student Satisfaction Advisement Assessment

D. Capstone Course of Experience

April 22, 1991

Student Name
Address
City, State, Zip

Dear Lastname:

Your evaluation of your experience in the Office Technologies Department at **College Name** is important to us. Would you please take a few minutes to let us know what and how you are doing and how well we helped prepare you for life after **College Name**.

Your frank response to the attached questions will help us evaluate and improve our course/curriculum offerings. This will ensure that we provide relevant instruction for current and future students. If you prefer to answer anonymously, we would still value your input.

Whether you graduated or not; are currently employed; are attending another school; or are doing something totally unexpected, we look forward to hearing from you.

A stamped self-addressed envelope is enclosed for your convenience in returning the attached questionnaire.

Yours truly,

SURVEY OF OFFICE TECHNOLOGIES GRADUATES
and
STUDENTS WHO HAVE EARNED A MINIMUM OF NINE CREDITS IN OT
College Name

Name _____

Address _____

Phone _____ Graduated 19_____

Degree earned _____

or date left school before completing degree:_____

Number of credits earned in Office Technologies _____

==========

If you did not complete degree in OT, please indicate why:

Transferred schools _____ Transferred to another curriculum _____

Work full time _____ Financial problems _____

Completing Degree was not the goal _____

Other _____

_____

If you transferred to another school, and are not currently employed, please proceed to part B of Survey. If you are currently employed, please answer part A as well as B.

A. EMPLOYMENT INFORMATION

Name and address of present employer _____

_____

Started work (date) _____ Full time _____ Part time _____

Job title when first employed: _____

Duties: _____

_____

Present job title: _____

Present duties: _____

_____

Starting Salary: _____ Current Salary: _____

How did you obtain your job?

College placement office ____ Personnel Agency ____
Newspaper ad ____ Networking through friends ____
Other (please explain) _____

How well do you feel your courses at Community College prepared you for employment:

Very well ____ Adequately ___ Somewhat ___ Not at all ____

Please check the appropriate column to indicate the value of the courses listed in the performance of your job.

	Most Valuable	Valuable	Not Very Valuable	Didn't Take
Shorthand	____	____	____	____
Typing/Keyboarding	____	____	____	____
Word Processing	____	____	____	____
Machine Transcription	____	____	____	____
Office Automation	____	____	____	____
Business Communications	____	____	____	____
Adv. Bus. Com.	____	____	____	____
Office Procedures	____	____	____	____
Computer Info. Sys.	____	____	____	____
Accounting	____	____	____	____
Office Management	____	____	____	____
Records Management	____	____	____	____
Other _____	____	____	____	____
_____	____	____	____	____

Based on your experience on the job, what additional information, skills, or experience do you feel would be beneficial to students currently enrolled in the office technologies curriculum.

_____

_____

_____

What additional special training did you receive on the job?

_____

How was this training provided:

OTJ by immediate supervisor or co-worker _____
Training course _____ Workshops or seminars _____
Other (explain) _____ _____

How often do you use the following equipment? Mark the appropriate column.

	Frequently	Sometimes	Never
Electric Typewriter	_____	_____	_____
Electronic Typewriter	_____	_____	_____
Transcription Machine	_____	_____	_____
Personal Computer (kind) _____	_____	_____	_____
Mainframe Computer (kind) _____	_____	_____	_____
Fax	_____	_____	_____
Other (Please identify) _____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What software programs do you use? Mark the appropriate column. If the specific program you use it not named, please add it on the line provided:

	Frequently	Sometimes	Never
WordPerfect	_____	_____	_____
Multimate	_____	_____	_____
Displaywrite	_____	_____	_____
Microsoft Word	_____	_____	_____
Other Word Processing Program _____	_____	_____	_____
Dbase3/4 or other Dbase program _____	_____	_____	_____
Lotus/or other spreadsheet _____	_____	_____	_____
Desktop publishing _____	_____	_____	_____
Other software programs used _____	_____	_____	_____
_____	_____	_____	_____

Did you have any input as to selection of software?

No _____ Yes _____ _____

Rank the frequency of your performance of the following on a scale of 1 to 5 with 1 being most frequently (daily) and 5 being never.

Shorthand	_____	Word Processing	_____
Machine Transcription	_____	Bookkeeping	_____
Desktop Publishing	_____	DataBase	_____
Electronic Filing	_____	Manual Filing	_____
Telephone	_____	Handle Mail	_____
Original Correspondence	_____	Greet Callers	_____
Arrange conferences	_____	Typing/Keyboarding	_____
Make travel arrangements	_____	Electronic Mail	_____
Other _____	_____	_____	_____

In which areas did you feel most prepared for employment.

_____

In which areas did you feel least prepared for employment.

_____

B. TRANSFER INFORMATION

College currently attending _____

Address _____

Major _____

Number of CC credits accepted for credit: _____

Names of CC courses not accepted for credit:

_____
_____
_____

GPA current school _____ GPA at CC _____

Did you feel adequately prepared for course work at new school?

Yes _____ No _____

Please comment:

_____

_____

_____

EMPLOYER QUESTIONNAIRE
COMMUNITY COLLEGE
DATE

The information you provide us will help us to evaluate the strengths and weaknesses of the Office Technologies Programs at Community College and give us data on which to base revisions, where necessary, to provide you with competent employees. Thank you for your assistance.

1. Company Name: _____

2. Number of employees 0 -100 _____ 101-500 _____ over 500 _____

3. Department supervising CC graduate _____

4. How long has graduate worked for you? _____

5. How would you rate the skills of a CC Office Technologies graduate?

(Circle one for each area)	Excellent	Good	Fair	Poor
Technical Skills	4	3	2	1
Verbal Communication Skills	4	3	2	1
Written Communication Skills	4	3	2	1
Interpersonal Skills	4	3	2	1
Attitude/Initiative	4	3	2	1

6. The greatest strength of the CC graduate in your department is:

_____

7. The most significant deficiency is: _____

_____

8. In general the CC graduate's skills are perceived as:

_____ entry-level only
_____ adequate to be considered for promotion
_____ higher than necessary to be considered for promotion

9. Do you observe any areas of weakness in CC graduates that could have been addressed in our program? _____

_____

_____

10. In an automated office environment, do you consider it absolutely necessary, advantageous, unnecessary, (circle one choice) that new employees to be experienced with the systems and software they will be using, or do you provide training or cross training?

_____

_____

11. What competencies, skills, abilities, course work do you consider absolutely necessary for entry level employment? (Typing speed? Computer literacy?)

_____

_____

12. In regard to higher level office personnel (executive secretaries, department managers, personnel assistants) would you:
_____ hire from outside _____ promote from within _____ either

13. What additional competencies, skills, abilities, or course work make an office employee a candidate for promotion?

_____

_____.

14. We are interested in any additional comments you have to contribute.

OFFICE TECHNOLOGIES DEPARTMENT
STUDENT SATISFACTION ADVISEMENT ASSESSMENT FORM

Name: _____ S.S.# _____

Degree _____

Date: _____ First enrolled _____

1. a. What was student's goal when enrolling in program?
Degree _____ Transfer _____ Other _____
Comments:

b. What is student's present goal? _____
Comments:

c. What is student's sense of progress toward present goal?
Positive _____ Negative _____ Unsure _____
Comments:

2. If student has changed goal, can she/he explain why?
Comments:

3. Does the student feel that she/he was unprepared for any subjects or required academic skills ?
Yes _____ No _____
Comments:

4. Is the student encountering any problems which inhibit the ability to do the required academic work?
No _____ Family _____ Health _____ Finances _____
Job _____ Housing _____ Transportation _____ Other _____
Comments:

5. Has the student taken or been advised to take any developmental courses?
Yes _____ No _____
Comments: (if yes, include specific courses with comments)

6. What academic related factors have had a positive impact this semester?

7. What factors have had a negative impact on the student this semester?

8. a. Is student involved with campus clubs or organizations?
Yes _____ No _____

b. Name(s) of club(s) or organization(s)

c. How has this involvement affected the attitude of student toward school and program.

Comments:

9. Is student currently employed? Yes _____ No _____

a. If yes, where, in what capacity and approximately how many hours per week?

b. Has job had a positive or negative impact on academic program?

Comments:

10. Does student have any additional comments, opinions, or information to share that may be helpful for program assessment purposes?

Comments:

SOCIAL SCIENCE COMPETENCIES IN OCCUPATIONAL EDUCATION

Team Members

Paul Brasky, Ulster County Community College
Joel Diemond, Dutchess Community College
Richard Eldridge, Orange County Community College
Frank Fato, Westchester Community College, TEAM LEADER
Lori Maida, Westchester Community College

Summary of Team Achievements

The team reached a consensus on a list of cognitive and affective social science educational objectives that each graduating student should achieve. The competencies can be assessed in a variety of ways by faculty in classroom and exam situations. Exit survey and self-assessment were also discussed as techniques but most assessment would be course-embedded.

Materials Developed

Listing of cognitive and affective social science educational competencies (included)

Recommended Outcomes Assessment Strategies

A. Determine extent to which competencies are assessed in courses (American government, economics, sociology, anthropology, world politics, history, and psychology).

B. Identify alternative or desired approaches to assessment, such as special assignments, to maximize local effectiveness.

SOCIAL SCIENCE COMPETENCIES -- COGNITIVE DOMAIN

Student Objectives	Courses in which to assess competency	How have you been assessing/evaluating this objective?
1. Apply critical/analytical thinking skills verbally and in writing	Various courses	
2. Demonstrate a knowledge of the American political and economic system	American government and economics	
3. Demonstrate a knowledge of cultural diversity	Sociology or anthropology	
4. Demonstrate a knowledge of global relations and global issues	World politics course	
5. Understand the relationship between historical events and values and contemporary problems	History course	
6. Understand the relationship between the individual and the society in which he/she lives	Sociology or psychology course	

SOCIAL SCIENCE COMPETENCIES -- AFFECTIVE DOMAIN

Student Objectives	Special Assessment Methods	How have you been assessing/evaluating this objective?
1. Demonstrate a global awareness	Exit survey	
2. Develop a positive self-concept	Questionnaire, teacher observation, self-assessment	
3. Develop interpersonal skills	Teacher observation	
4. Demonstrate an awareness of democratic political principles and ideals	Exit survey, teacher observation, questionnaire	

SOCIAL SCIENCE COMPETENCIES -- AFFECTIVE DOMAIN (continued)

Student Objectives	Special Assessment Methods	How have you been assessing/evaluating this objective?
5. Demonstrate a preference for the scientific/ analytical method in problem solving	Teacher observation, exit survey	
6. Judge people of various backgrounds in terms of their behavior as individuals	Exit survey, questionnaire, teacher observation	
7. Develop a code of behavior based on ethical principles for regulation of one's personal and social life	Questionnaire, self-assessment, teacher observation	

Example: Affective Domain #6

Judges people of various backgrounds in terms of their behavior as individuals.

To test whether students are committed to the above, a faculty member could employ the technique of sociodrama to stimulate a real situation, such as: a wealthy parent is protesting to a school principal over the assignment of their child to a class containing a preponderance of children from lower-income families.

The college student is assigned the role of principal and the way in which he/she deals with the parent and his/her complaint serves as a basis from which to determine whether commitment is present. Evidence of commitment could be inferred from a display of strong feeling and emotion coupled with some compelling arguments in behalf of the school's official position.

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